IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MAKE A MATCH TECHNIQUE AT THE FIRST GRADE STUDENTS OF MTS AISYIYAH MEDAN

SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2020

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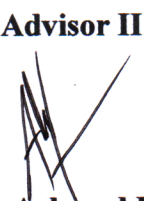Jurusan/Prodi   : Pendidikan Bahasa Inggris

Judul   : **Improving Students' Vocabulary Mastery through Make a Match Technique at the First Grade Students of MTs. Aisyiyah Medan**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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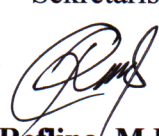
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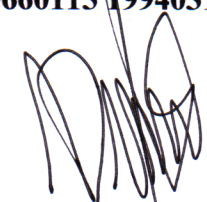
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan 16 September 2020

Yang Membuat Pernyataan

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ABSTRACT

Mehnaz Iwanti. *Improving Students' Vocabulary Mastery through Make a Match Technique at the First Grade Students of MTs. Aisyiyah Medan.* 2020. Department of English Education, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera. Dr Sholihatul Hamidah Daulay, M.Hum., Drs. H. Achmad Ramadhan. MA.

Keywords: Improving, Vocabulary Mastery, Make a Match Technique

Make a match technique is part of cooperative learning where students look for a partner of the card. The researcher choose make a macth technique as an alternative way to improve students' vocabulary mastery because this technique prioritizes social abilities, especially the ability to work together, the ability to interact, in addition the ability to think quickly through the game looking for a partner of the cards. The objective of this research is to improve students' vocabulary mastery through Make a Match technique at the first grade students of MTs. Aisyiyah Medan which consisted of 25 students. This research was conducted by using Classrom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview, dairy notes and documentation. The quantitative data were taken from the tests such as: pre-test and post-tests. The result of the research showed that there was the increasing score of students in vocabulary mastery by using make a match technique. The result of the analysis showed that the mean of the pre-test was 52,8. The mean of the post-test in the first cycle was 70,2. Then the mean of the post-test in the second cycle was 83,6. It showed that the implementation of make a match technique could improve students' vocabulary mastery and could affect on students' achievement in vocabulary mastery. It can be concluded that the implementation of make a match technique was effective to improve the students' vocabulary mastery.

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The final word, the researcher realized that in the writing this thesis is still far from perfection, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed for the sake of perfection and may be useful for all of us. *Aameen.*

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, the identification of the study, the limitation of the study, the research questions, the objective of the study and the significance of the study.

A. The Background of the Study

In this globalization era, people demand to have more than one language. Language as a tool for communication takes a vital role in human daily activities. Without communication, human will be left behind. Communication as a bridge to get information, knowledge and culture.[1] Indonesia as a developing country has realized that English as an international language is needed to be mastered by Indonesian people. In Indonesia, English has been taught since primary school and as a major subject in high school. In English learning, there are four skills such as speaking, listening, reading and writing. In order to master well, the student has to master the four English language skills. The essential element to master the English skill is vocabulary.

Vocabulary is a list or collection of words and phrases that are usually arranged alphabetically and the meaning of the word is explained. By mastering vocabulary, peopleget easily understand the meaning of the word context well. Vocabulary mastery is a vital thing for learners, because they can use English if they have a lot of vocabulary.

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[1]Sholihatul Hamidah Daulay, (2019), *Language and Society*, Medan: LPPPI, p.9.

Problems in learning English are still exist in schools. That's because there are differences between English and Indonesia. The differences in pronunciation system, vocabulary and language structure. For teachers, creating effective, innovative, and efficient English teaching is not an easy work. Therefore, English teachers must be able to organize teaching and learning activities. They must present the material using appropriate teachingtechnique. An appropriate teaching technique makes students understand and master the lesson. Like any other subject which requires appropriate techniques and methods, language teaching also requires appropriate techniques and methods. In fact, learning English especially memorizing vocabulary is boring for some students.

Based on the observation of the researcher at MTs Aisyiyah Medan, most students got many problems in learning English. When the teacher explains the material to students using English, most of them do not know what the context of the teacher' explanation. They also have difficulty understanding the words and sentences they read and students cannot understand the subject well. It is because their vocabulary is limit. They are uninterested and motivated in learning English, even they consider English is one of the difficult and boring subject.

This problem occurs not only from students who are not motivated in learning English, but it has something to do with the way teacher teaches the students. Teacher does not apply teaching techniques that are suitable for students. The teacher's technique when teaching vocabulary is so boring. Most students are bored when learning vocabulary. That is because the teacher only asked to students to look up the meaning of a word from the dictionary and then write it

down in an assignment book without any special technique. Such phases are repeated. As a result, students have difficulty in grammatically distinguishing word forms, such as nouns, verbs, adjectives, and adverbs, etc.

Based on the problems, the teacher must find a way to solve it. The teacher should not only understand the students' difficulties in learning words, but also the teacher must find other ways to convey new words that students need to learn. Use a good technique when teaching vocabulary can be considered as a solution. Techniques are very important in teaching and learning English. Various techniques have been developed by experts to improve proficiency in English. The use of appropriate English teaching techniques can help students achieve their best performance. One of the techniques that can be used to solve problems in learning vocabulary is to use techniques that make the class active and students can have fun memorizing vocabulary.

One of the most suitable and interesting techniques for learning vocabulary is make a match technique. The make a match technique was developed by Lorna Curran. This technique is a learning technique that prioritizes the development of social skills, especially the ability to work together, the ability to interact as well as the ability to think quickly through the game of finding a partner with cards.[2] The application of this technique begins with students looking for pairs of cards which are answers/questions before the deadline[3]. One of the

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[2]Wahab Abdul Aziz, (2007), *Metode dan Model-model Mengajar*, Bandung: Alfabeta, p. 59.

[3]Suyatno, (2009), *Menjelajah Pembelajaran Inovatif*, Sidoarjo: Masmedia Buana Pusaka, p. 72.

advantages of this technique is that students look for pairs when learning a concept or topic in a fun atmosphere[4].

Based on the statement above, the writer is interesting to do research in this school and improving the students' vocabulary mastery by the suitable technique that is Make a Match. So, the reseracher will conduct a research entitled: **IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH MAKE A MATCH TECHNIQUE AT THE FIRST GRADE STUDENTS OF MTS NEGERI 2 DELI SERDANG**

B. The Identification of the Study

There are two factors that influence students' vocabulary mastery.They are internal factors and external factors. Internal factors: students have difficulty memorizing on vocabulary and students are afraid of making mistakes. External factors: the teacher still use inappropriate technique in teaching vocabulary, lack of support from the environment and many other factors that can affect students' vocabulary mastery, therefore researchers want to limit.

C. The Limitation of the Study

Several factors can affect students' vocabulary mastery. From these factors, teaching techniques are considered to have a big influence on vocabulary mastery. Because the appropriate technique can make students easily catch the material. Through the technique, students' brains become easy in memorizing. It can activate students' long-term memory and students enjoy their learning. There

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[4]Rusman, (2011). *Model-model Pembelajaran Mengembangkan Profesionlisme Guru*, Jakarta: Rajawali Pers, p. 223

are so many types of techniques in teaching vocabulary, such as blindfold technique, observe and remember technique, make a match technique, andwhisper and write technique, etc.

In this study, researchers used make a match technique because in this technique students looked for partners while studying a concept or topic in a pleasant atmosphere. So the researcher limits only on the make a match technique in teaching vocabulary.

D. The Research Questions

Based on the limitations of the research above, the research question is:"How does the Make a Match technique improve the students' vocabulary?"

E. The Objective of the Study

Based on the research questions above, the objective of the study is to prove whether make a match technique can improve students' vocabulary mastery.

F. The Significances of the Study

There are two significances of this study, they are: (1) theoretical significance, (2) practical significance. Theoretically, this research is useful to enrich the theoryteaching vocabulary. Practically, the findings from this study are expected to be useful: (a) for students, to be more interested and motivated in improvingvocabulary, (b) for English teachers, make a match technique as an alternative technique to improve students' vocabulary mastery, (c) and for other researchers, as information to conduct research and develop research in different contexts with a variety of specific vocabulary.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or term applied in research concerned. Some terms are used in this study and they need to be theoretically explained.

1. Vocabulary Mastery

   a) The Definition of Vocabulary Mastery

Vocabulary is one of the main components in language learning that must be known by everyone, especially students. One cannot speak fluently if one does not master vocabulary. McCarten states that learning vocabulary is all about remembering, and students generally need to hear, see, say, and write new words that are learned all the time before they can be said to have learned them[5]. It means students must know and understand the word first before they will use it so they can easily express their ideas.

In Oxford Dictionary, vocabulary is all words that a person knows and uses, all words in a language, a list of meanings especially in foreign language learning books[6]. In line with Soedjito's opinion which states that vocabulary is all

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[5] Jeanne McCarten, 2007, Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom, New York, Cambridge University Press, p. 21.

[6] Oxford Dictionary (2008), *Oxford Learner's Pocket Dictionary,* p. 495

words contained in language, words used in the field of science, and a list of words arranged like a dictionary with brief and practical explanations[7].

According to Gardner, vocabulary is not only about discussing a collection of words, but also how they relate words to each other and how people use those words to form a sentence that has meaning[8]. Mastering vocabulary is not only knows the meaning of words separately, but must understand the meaning of the word if it already exists in sentences or a broader context. Even,be able to apply these words in sentences correctly both verbally and in writing.

Based on the statements above, it is clear that the understanding of vocabulary is quite broad, not limited to vocabulary only. Vocabulary is a word that belongs to someone who refers to a certain concept, has certain rules and rules. And used to give and receive information. Vocabulary is a very important language element to learn. If people have less vocabulary mastery, they will have difficulty expressing their ideas both orally and in writing. In addition, they will also have difficulty understanding text, audio, and audiovisual.

Regarding vocabulary learning, Allah the Almighty has mentioned surah al-Baqarah verses 31-32.

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[7]Soedjito, (2009), *Kosakata Dalam Bahasa Indonesia*, Jakarta: Gramedia Pustaka Utama, p. 37

[8]Gardner, (2010), *A New Academic Vocabulary List. American Association for Applied Linguistics: British Association for Applied Linguistics*, Oxford University Press, p. 23

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ

إِن كُنتُمْ صَٰدِقِينَ (٣١) قَالُوا۟ سُبْحَٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ ۖ إِنَّكَ أَنتَ ٱلْعَلِيمُ

ٱلْحَكِيمُ (٣٢)

Meaning: *"And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are veracious. They said: Be glorified!We have no knowledge saving that which Thou hast taught us. Lo! Thou, art the Knower, the Wise."* (Qs. Al-Baqarah: 31-32).[9]

From this verse, we can conclude that everyone must know everything in the world including vocabulary. This verse is related to learning vocabulary. Someone who can master and understand the meaning of vocabulary, of course that person gets the ease to understand oral and written. Because, language is a tool to exchange information and increase knowledge. So, mastery of vocabulary is needed by students in understanding words.

b) The Kinds of Vocabulary

There are different kinds of vocabulary according to the experts. Johnson elaborates four different vocabularies, they are[10]: (1) Listening vocabularycan be found when someone listens to a conversation through audio or speech. This is a vocabulary that is supported in terms of context and tone. (2) Words that we use in conversation is speaking vocabulary. Speaking vocabulary can be found in

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[9]Feras Hamza, (2007), *Tafsir al-Jalalayn,* Jordan: Royal Aal al-Bayt Institute for Islamic Thought, p. 7-8

[10]Andrew. P. Johnson, 2008,*Teaching Reading and Writing a GuidebookforTutoring and Remediating Students,*New York. Rowman& LittlefieldEducation, p.93

speech. (3) Writing Vocabulary is all the words used by the compilation of people who want to write. Writing vocabulary, are words that we use to release ourselves. This is usually the special of the four vocabulary words. We write using only words that we can read and understand. (4) Wordthat we identify when reading is reading vocabulary. It is easy to find new words while reading, because reading plays an important role. The role can be seen especially in understanding the content produced by those who often use vocabulary writing.

According to Thornbury, there are at least 6 kinds of vocabulary, such as:

a. Word Classes

A word is written or spoken unit of language[11].A word may play one of eight parts[12]. The term is certainly well-known as part of speech. Each part of speech explains not what the word is, but on the usage of the word. The kinds of part of speech are[13]:

1. Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea.

2. Verb

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[11] Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary,* p. 513
[12]Tien Rafida, (2017), *Integrated Basic English for Islamic College*, Medan: Perdana Publishing, p. 3
[13]Tien Rafida, (2017), *Integrated Basic English for Islamic College*, p. 3-16

A verb is a word which denotes the action of a noun asserts something about the noun or reveals events pertaining to the noun. For examples; sing, swim, talk, run and etc.

3. Adjective

Adjective is word that use to explain or modify a person, place, or thing, for instance: old, beautiful, good, bad, handsome, nice, etc. An adjective can be made by adding –*ful* to the noun or by adding –*ive, -ing, -ed, -able, -less* to the verb.

Example: She is beautiful. The word "beautiful" is an adjective.

4. Adverb

Adverb is a word which modifies the meaning of a verb, an adjective and another adverb, a phrase or a clause.

Example: The cook prepares the dishes *quickly*. The adverb "quickly" modifies the verb "prepares".

5. Preposition

Preposition is words normally placed before nouns or pronoun. In addition, preposition is a word which links nouns, pronouns, adjective, verbs and phrases to other words in a sentence to form a proper sentence: For instance: *in, at, on, under, behind, below, in spite of, next to, etc*.

For example: There is an apple on the table.

6. Conjunction

Conjunction is a group of word that connects sentences, phrase or clause. For instance: *for, and, nor, but, or, yet, so, even though, whereas, although, etc.*

7. Determiner

Determiner is a part of speech component thet must be understood by everyone who is learning English. That is because this type can help someone express the quantity and amount of an object.

For instance: *a, the, some, this* and *last*.

b. Word Families

We have seen how words may share the same base of root (e.g. *talk*) but take different endings: *talk, talking, talked.* A word that result from addition of an affix to a root, and which has a different meaning from the root, it is called derivative. Derivatives and inflexions are both formed by the process of affixation[14]. Affixes consist of suffixes, such as *-ful, -er* are end of word. And then prefixes, such as *re-, un-, pre-, de-* in the beginning of word.

c. Word Formation

Affixation is one of the ways new words are formed from old. There are several kinds of that, such as:

Compounding : second-hand, typewriter

Blending : information + entertainment = infotainment

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[14]Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: UIN Sumatera Utara, p. 92

Conversion   : I always google every information I need. The word "google" actually noun but is turned into a verb.

Clipping   : Influenza = flu

d. Word Meaning can be divide be as follow:

1. Synonym

Synonym must exist in every language. Synonym can be a verb equation, noun, adjective, or adverb. Synonym is two different types of words but they have almost similiar meaning and sometimes their function is different in each sentence.

- Gratefully = thankfully
- Accomplish = achieve

2. Antonym

Antonym is wordthat have an opposite meaning from other words. For example:

- Fast ><Slow
- Advantages><disadvantages
- Close >< open

e. Collocations, a pair of two or more words into a series of phrases that are commonly used and form a special unit of meaning and one of the words of the phrase cannot be replaced by another word or cannot be elimintaed. For example: white house, heavy rain, ring finger, etc.

f. Homonyms, words that have the same prounciation with the writing, but have different meanings. For example: blue (feel sad or the name of colour). Homophones are words that pronounce the same thing, different

in meaning. For example: *meet* and *meat*, *tail* and *tale*, *horse* and *hoarse*.

Homographs are words that are pronounced differently but spelt the same.

For example: "<u>Close</u> the door!" or "She is my <u>close</u> friend"

Based on the explanation above, it can be conclude that vocabulary has many kinds which are all aspects of learning English vocabulary.

c) **The Technique in Teaching Vocabulary**

Teaching vocabulary plays an important role in language because mastering vocabulary can help students master four skills of languages (writing, listening, reading and speaking). Vocabulary is also used to express their ideas and feelings. Teachers are required to think creatively and also teachers need good knowledge about the material they teach. When they teach vocabulary to students, teachers must know general knowledge about the vocabulary in question.

Teaching vocabulary is a process by the teacher to provide an understanding of pronunciation, spelling, and structure. Using real objects and pictures can help students know the visualization of the word invited. Teachers need strategies and techniques for requesting English vocabulary as foreign students. English is not mother language and second language for Indonesian people. So, Englishdid not use by students in daily lives. While the best technique in English is to use it all the time. Vocational teaching techniques are the way in which teachers learn to understand and support students in learning and using language.

Petty at al mentioned that there are three vocabulary teaching techniques[15].

- Teach vocabulary using pictures. Images will help teachers to improve students' language skills. Pictures also support students to more easily remember words, meanings, and shapes of objects.

- Teach vocabulary using games. Word games will carry the meaning of the requested word. This media can make students enjoy the learning process and use accurate words. One technique that contains unsuitable games is to make a match.

- Teach vocabulary through demonstration. This technique gives students to know the meaning of certain words by showing an object. Learners to connect to the event and the meaning of the word.

A teacher must be able to choose the right way to convey the material in the learning process.

2. Make a Match Technique

a) Definition of Make a Match Technique

Technique is one of a variety of exercises, activities, or assignments that are used in language classes to realize learning objectives. Techniques are used to help and encourage many students to maintain their interests and help teachers to create contexts where vocabulary is useful and meaningful. With excitement and a pleasant atmosphere might help make words memorable. One technique used in

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[15]Ika Rahmadani, (2013), *Improving Students' Vocabulary Mastery By Using Fly Swatter Game*. Medan: Department of English Education (UIN) of North Sumatera, p. 9

teaching vocabulary with an active and fun classroom atmosphere is Make a Match.

Make a match technique was developed by Lorna Curran (1994). This technique is an alternative that can be applied to students. The application of this technique starts from students look for pairs of cards that are answers/questions before the time is over, students who can match cards are given points[16]. One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere.

Make and match is a learning system that prioritizes social abilities, especially the ability to work together, the ability to interact, in addition the ability to think quickly through the game looking for a partner of the cards[17]. Suyatno revealed that the make and match is technique where the teacher preparesa card that contains questions or problems and prepares an answer card then students look for the pair of cards[18].

Make and match learning model is part of cooperative learning. The cooperative learning model is based on the philosophy of *homo homini socius*, this philosophy emphasizes that humans are social beings[19]. Make and match model trains students to have good social attitudes and trains students 'ability to work together in addition to training students' thinking speed.

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[16]Rusman, (2011). *Model-model Pembelajaran Mengembangkan Profesionlisme Guru*, Jakarta: Rajawali Pers, p. 223

[17]Wahab Abdul Aziz, (2007), *Metode dan Model-model Mengajar*, Bandung: Alfabeta, p. 59

[18]Suyatno, (2009), *Menjelajah Pembelajaran Inovatif*, Sidoarjo: Masmedia Buana Pusaka, p. 72.

[19]Anita Lie, (2003), Cooperative Learning: Mempraktekkan Cooperatif Learning di Ruang-ruang Kelas, Jakarta: Gramedia, p. 27.

Based on the explanation above, it can be concluded that make a match technique is part of cooperative learning where students look for a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be an alternative that can be applied by the teacher to improve student vocabulary. With an active class and a pleasant atmosphere can make it simple for students to keep in mind the new vocabulary

b) Procedure of Using Make a Match Technique

According to Benny, before the teacher applies the make a match learning technique, he or she must consider[20]:

- Indicators to be achieved

- Class conditions which include the number of students and effectiveness.

- Allocation of time to be used.

The considerations mentioned above are needed because the make a match technique will not be effective if it is used in a class with more than 40 students and narrow classrooms.

Aqibproposes procedures of make-a match technique. The steps are[21]:

1. The teacher prepares several cards containing several concepts or topics suitable for the review session, one part of the question card and the other part of the answer card.

2. Each student gets a card that says questions / answers.

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[20]Benny A Pribadi, (2009), *Model Desain Sistem Pembelajaran*, Jakarta: PT Dian Rakyat, p. 101

[21]Aqib, (2013), *Model-Model Media dan Strategi Pembelajaran* Kontekstual, Bandung: Yrama Widya, p. 23

3. Each student thinks of answers / questions from the card held.

4. Each student looks for a matching pair of cards.

5. For example: a card holder that reads "This job is related to securing people. They will catch the criminal and give them a punishment" will be paired with a card that reads about the "police".

6. If a student cannot match his card with his friend's card (cannot find the question card or answer card) will get a penalty, which was agreed upon together.

7. After one round, the cards are shuffled again so that each student gets a different card from before, and so on.

8. Students can also join 2 or 3 other students who hold matching cards.

9. The teacher together with students draw conclusions from the subject matter

The stages of implementing the learning model are carried out by the teacher in applying make a match in the teaching and learning process (Ciandra in Novia (2013: 18). The stages are among other things:

1. Preparation

The students is divided into2 groups by teacher. The group I is the group that carrying the cards containing questions.Thegroup II is the group carrying the cards containing the answers. Arrange the position of the

groups so that the letter U try to make the first group face the second group.

2. Submission stage

     If each group has been in position, the teacher sounds a whistle as a sign that the first and second groups look for each pair of cards according to the questions or answers contained in the card. Give them an opportunity to discuss. The discussion is carried out by students who carry cards containing answers.

3. Appearance of results

     Pair who has formed must show questions and answers to the guidance group. The guidance group then reads whether the answer question pairs are suitable, after the assessment is completed, arrange in such a way that the first group and the second group come together then position themselves as the guide group. While the guide group in the first session is divided into two groups, some members hold the question card and some hold the answer card then position them like the letter U. The teacher sounds his whistle again then the question and answer card holder moves to find his partner. Then each pair shows the work to the guide group.

c) **Advantages and Disadvantages of Make a Match**

Each technique certainly has advantages and disadvantages in it. therefore, teachers need to know what are the advantages and disadvantages of the

techniques to be applied. According to Miftahul Huda, there are many advantages and disadvantages of the technique, they are[22]:

The advantages of Make a Match type of learning model include: (1) it can increase student learning activities, both cognitive and physical; (2) because there are elements of the game, this method is pleasing; (3) increase students' understanding of the material being studied and can increase student motivation; (4) effective as a means of training students' courage to appear presentations; and (5) effectively training student discipline in respecting time for learning.

The disadvantagesof the Make a Match media include: (1) if this technique is not well prepared, a lot of time will be wasted; (2) at the beginning of the application of the method, many students will be embarrassed to partner; (3) if the teacher does not direct the students well, many students will pay less attention when presenting pairs; (4) teachers must be careful and wise when giving punishment to students who do not get a partner, because they can be embarrassed.

Based on the explanation above, it can be concluded that the advantages of the technique are quite numerous and quite interesting. With these advantages would be able to increase student vocabulary and can increase student motivation. Then, the shortcomings that have been explained from the technique become a challenge for teachers to apply the technique well. Nevertheless, the teacher can handle it easily.

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[22]Miftahul Huda, (2013), *Model-model Pengajaran dan Pembelajaran, Yogyakarta: Pustaka Pelajar*, p. 253-254

B. Relevant of Study

1. The research about make a match has done by Emarsani Navita Laka (2018), conducted a similar study with the title "Improving Eleventh Grade Stdents' Vocabulary Mastery in SMK N 2 Depok Using the Make-a -Match Technique". The researcher used classroom action research as her research methodology. The aim of this research is to improve the eleventh grade students' vocabulary mastery in SMK N 2 Depok using the Make-A-Match-Technique. Her research had a big influence in improving students' vocabulary mastery. It can be seen from the test scores that have increased in each cycle. Another improvement from the students could be seen in their motivation to learn English. Based on the questionnaire and interview during learning activity, the students felt comfortable and enjoyed to learn new vocabularies using the Make-A-Match-Technique, students became active and be more cooperate in the class, they wanted to share their ideas with friends, and they were able to make sentences in English well[23].

2. The research about improving students' vocabulary has done by Ika Rahmadani Lubis (2013) under the title: "Improving Students' Vocabulary Mastery by Using Fly Swatter game in The First Grade of MTs. Persatuan Amal Bakti (PAB) 1 Helvetia". The research methodology used by researcher is classroom action research. This research aims to find out whether Fly Swatter Game can improve students' vocabulary skills. She

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[23]Emarsani Navita Laka, (2018),Improving Eleventh Grade Stdents' Vocabulary Mastery in SMK N 2 Depok Using the Make-a -Match Technique, Yogyakarta: Universitas Sanata Dharma.

applied Fly Swatter Game because the game had never been applied at the school. The game is also claimed to have a significant influence on students' vocabulary abilities. Based on the results of her research, students' vocabulary mastery have increased. It can be seen from the student scores from pretest to post-test 2. Qualitatively, students are motivated to learn English, especially vocabulary when playing the game. Based on the results of the interview, students can remember the vocabulary they have learned over a long period of time[24].

3. The relevance study about improving students' vocabulary has done by Yosephus Setyo Nugroho, Joko Nurkamto, Hefy Sulistyowati Neaty Muttahidah (2018) under the title: "Improving Students' Vocabulary Mastery Using Flashcards". To overcome problems that occur to students in the school regarding English vocabulary, classroom action research is used. It implemented flashcards as the media. The aim of this research is to improve students' vocabulary mastery and students' motivation using flashcards. In collecting the data, the researcher used qualitative and quantitative methods. The technique of qualitative data was interview, observation, document analysis, and test. For the quantitative data, the data are analyzed by finding and comparing the mean scores in pre-test and post-test (descriptive statistics). Based on interview, observation, analyzing the document, and test result, the students made improvement in vocabulary mastery. The students can learn vocabulary more easy than

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[24]Ika Rahmadani, (2013),*Improving Students' Vocabulary Mastery by Using Fly Swatter Game*. Medan: Department of English Education (UIN) of North Sumatera.

before. The result of the research implies that English teachers need to choose the appropriate media in teaching vocabulary; one of them is flashcards[25].

C. Conceptual Framework

Vocabulary is the essential thing that must be mastered by someone who is learning a foreign language, especially English which is an international language. Someone who has good vocabulary mastery can easily communicate with people from abroad and can express ideas well. How can students express something in English if they do not know vocabulary. The students will get the difficulty in achieving language competence if they have less vocabulary. As a foreign language, English is not used every day life. To reduce difficulties in learningEnglish, we need new, creative and innovative ways of learning and teaching so learning English will be easy and interesting.Techniques are needed in teaching English vocabulary. One of the good techniques that can improve students' vocabulary is the make a match technique.

In this study, the researcher will applied make a match technique to improve English vocabulary, because the make a match technique is a cooperative-based technique which when applied in class the student becomes active and motivated. This technique provides opportunities for students to work together with other students.Related to improving students' vocabulary in learning English, researcher wants to focus her research subject on MTs Aisyiyah Medan. Because, observations made by researcher existsome difficulties experienced by

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[25]Y. S Nugroho, et.al, (2018), *Improving Students' Vocabulary MasteryUsing Flashcards,* Sebelas Maret University.

students in learning Englishespecially vocabulary. Referring to the difficulties experienced by students that have been described above, researcher wants to apply new ways to improvevocabulary using make a match technique. With these objectives, it is hoped that it can improve the vocabulary of students learning English. Through this technique, little by little the students' vocabulary will improve, and allow them to learn English, because they have a lot of vocabulary to speak, and even write down their ideas in English

D. Actional Hypothesis

According to the literature review and the conceptual framework, make a match technique improves the students' vocabulary at the fisrt grade of MTs. Aisyiyah Medan

CHAPTER III

METHODOLOGY OF RESEARCH

This section elaborates the methodology of research. The research methodology consists of research design,research setting and participants, procedure of data collection,technique of collecting data, and technique of analyzing data.

A. Research Design

The research method of this study was classroom action research. In classroom action research, teachers and researchers answer problems and learn from experiences encountered in the classroom. According to Kemmis and Mc Taggart, class action research is a way for a group to manage a condition in which they can learn the experience they have gained and make that experience benefit the object.[26] This research consists of a number of phases that are often repeated in cycles. The cycle consists of planning, action, observation, and reflection. The application of classroom action research in education and learning has the aim to improve and the quality of learning practices[27]. From the definition above, the researcher used classroom action research because she wanted to know the technique applied can improve students' vocabulary, make learning Englishmore fun and active in the classroom with students and hope students can get the benefit from this research.

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[26]Sukardi, (2013), *Metode Penelitian Pendidikan Tindakan Kelas: Implementasi dan Pengembangannya*, Jakarta: PT Bumi Aksara, p. 7

[27]Anne Bruns, (2010),*Doing Action Research in English Language Teaching*, New York:Routledge, p. 8

B. Research Setting and Participants

This research was conductedat MTs Aisyiyah Medan located on Jl. Menteng Raya Gang. Rahayu, No. 65 A, Medan, NorthSumatera. The researcher cooperated with the English teacher of the first grade students to found out the answer of the problem. The writer chosen this location because some reasons, they are:

1. The school very welcome in this situation (pandemic)

2. The researcher wants to give the contribution for the school in improving students' vocabulary mastery.

3. The location of the school is not too far from the researcher's house.

The subject of this research was the first grade students (VII) of MTs. Aisyiyah Medan. The participants from class VII consist of 25 students.

C. Procedure of Data Collection

In one cycle consist 4 phases to conduct classroom action research. They are planning, action, observation, and reflection[28]. The action cycle is carried out in an integrated manner. Each phase of the cycle is concluded based on the previous and the next one[29]. It means that activities in classroom action research are based on planning, action, and observation, then researcher can make reflections to determine the next cycle. Researcher took two cycles. Each cycle

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[28]Sukardi, *Metode Penelitian Pendidikan Tindakan Kelas: Implementasi dan Pengembangannya*, p. 5

[29]David Hopkins, (2011), *Penelitian Tindakan Kelas,* Yogyakarta: Pustaka Pelajar, p. 92

consists of two meetings. After the first cycle was done, the second cycle took the

first cycle and got the first activity cycle. The design of activities would be done

by researcher according to Kemmis and Mc Taggart are as follows[30]:
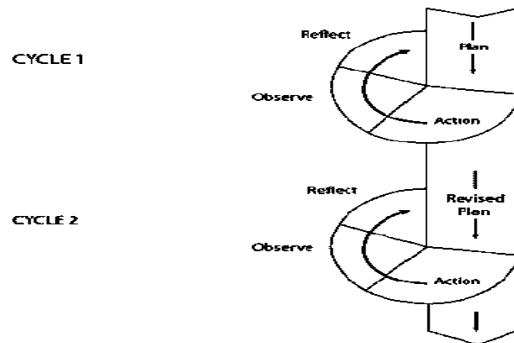
Figure 3.1 Cyclical Action Researchby
Kemmis and McTaggart1998: 14 (adopted form Hopkins, 2008, p. 51)

1. **Cycle I**

   a. Planning

      At this planning stage, teachers and researchers plan what

      will be taught as well as existing problems, and ways of solving

      them. The things that are done in the planning stage include: (1)

      The teacher analyzes the content standards to determine the

      standard competence and basic competence (2) The preparation of

      lesson plans is in accordance with the Basic Competencies (3)

      determines the place or environment as a learning resource, and

      determine the time needed (4) Researchers make student

      worksheets in accordance with Basic Competencies (5) Prepare

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[30]David Hopkins, (2008),*A Teacher's Guide to Classroom Research*, New York: Open University Press, P. 51

assessment tools for the learning process and the extent to which students understand after learning.

b. Action

The implementation of an action is an action taken by the teacher or researcher as an effort to improve or change the desired[31]. What is done at this stage is that the researcher and teacher carry out actions based on agreement before.

c. Observation

Observation as a means of systematic data collection means that the recording technique is used to interpret it scientifically[32]. In this observation stage, the teacher records student activities to obtain data from learning outcomes. In this observation, the observer directly observes: (1) The readiness of the teacher in terms of teaching instruments, material and students' mentality in starting learning (2) student motivation in the teaching and learning process, (3) student activeness in learning (4) The ability of teachers to present the environment as a source of fun learning for students (5) the ability of teachers to evaluate learning outcomes (6) the ability of teachers to foster student interest in learning.

d. Reflection

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[31]Suyanto, (1997), *Pedoman Pelaksanaan Penelitian Tindakan Kelas (PTK),* Jakarta: BP3SD, Dirjen Dikti, Depdikbud, p. 16

[32]Suharsimi Arikunto, (1998), *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, p. 132

Reflection is intended to thoroughly examine the actions that have been taken.Based on the collected data, then an evaluation is carried out in order to perfect the next action. At this stage of reflection the teacher and observer held a discussion to analyze the results of the pre-test and post-test conducted by students, from the observations of student and teacher performance and student activity in learning. The results of this reflection by the teacher are used as a reference for making improvements, and then it is planned to return to the implementation of cycle II

Cycle II

Cycle II would be continued by the researcher if the students' score was still low that it would be seen by the students' score and reflection in the first cycle. It meant that the researcher has made the new lesson plan. The researcher added some activities in action that could increase their score in mastering vocabulary. This cycle also consisted of four steps, they are: planning, Action, Observation and Reflection.

D. Technique of Collecting Data

The researcher collects data are as follows:

1. Test

Test is an important role for data collection. In this study, there are two types of tests, namely pre-test and post-test. Researcher used tests to measure student mastery in vocabulary. Pre-test was used to learn more about where students' competencies are before making use of techniques applied in learning. Then, the post test was used to see more than where

the students' competencies are after using the match making technique. Tests are a way to find out more about students' abilities and see student achievement from an approved material. This form of test was a multiple choice test used to assess student vocabulary. In this case the vocabulary test consists of 20 items. All items that will be given are related to topics that have been given together.

2. Observation

The researcher did observation in class with classroom action research. Observation was more than just looking and seeing. The researcher not only observe just one time, but also in every meeting. The function of observation was to know how far the action that they achieved. This method also used in finding concrete data easily and directly.

3. Interview

Interview was conducted to gather information by asking questions to the interviewee. Interviews were conducted to seek help. The Researcher would interview students and English teachers about activities in the teaching and learning process. So, interviews were only done in analyzing interactions. The problem of English teachers was teaching vocabulary and some students about their difficulties in learning vocabulary.

4. Documentation

The researcher took picture about learning process or result of learning in the class. So, the researcher needed documentation to know about the situation school students.

5. Field Notes

Field notes about the various notes discussed by researcher during or after their research of the specific phenomena they discussed. With this field note, the researcher can note the class situation and various phenomena that arise during the research process.

E. Technique of Analyzing Data

This research would apply quantitative and qualitative data.

1. Quantitative Data

Quantitative data collected in the form of a vocabulary test (multiple choice). There were 20 questions for each test.

To find out the average value of the student assessment given each treatment, the researcher applied the followig formula:

$$X = \frac{\Sigma X}{N}$$

Where:

X = the mean of the students

ΣX = the total score

N = the number of students

After that, the researcher should try to get the class percentage which pass the minimum criteria of mastery learning (KKM) considering English subject gains score 70, which is adapted from the school agreement at MTs. Aisyiyah Medan by applying formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P = the class percentage

F = total percentage score

N = number of students

After mean of the students' score each test got, the researcher identifies whether or not there might have students' improvement score on vocabulary, from pre-test to post-test score in cycle 1 and cycle 2. In analyzing that, the researcher used the formula:

$$P = \frac{y1-y}{y} \text{x } 100\%$$

Where:

P = percentage of students' improvement

y = pre-test result

y1 = post-test 1

$$P = \frac{y2-y}{y} \text{x } 100\%$$

Where:

P = percentage of students' improvement

y = pre-test result

y2 = post-test 2

2. Qualitative Data

The qualitative data would be used to describe the situation and condition during teaching and learning process. Interview and observationwere would be analyzed. The qualitative data would be analyzed by Miles and Huberman[33]. In qualitative data, analysis use interactive analytical technique consist of: Data Reduction, Data Display and Conclusion Drawing and Verification.

a. Data Reduction

The amount of data obtained from the field is quite a lot, therefore it needs to be recorded carefully and in detail. The longer the researcher is in the field, the more data obtained. So it is necessary to analyze data through reduction. Reducing data means summarizing, categorizing, selecting the main thing is to focus on important things, look for themes and patterns. If you find something that does not yet have a pattern, that is what the researcher should pay attention to in reducing data. The data that is reduced in this study is the data found in the interview transcript.

b. Data Display

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[33] Mattehew B. Miles and A. Michael Huberman,(1994),*Qualitative Data Analysis*, USA: Sage Publications, p.10.

After the data is reduced, it will then display the data. According to Miles and Huberman, which is most often used to present data in qualitative research is narrative text[34]. By displaying the data, it will be easier to understand what happened, plan the next work, based on In addition to narrative text.It can also be in the form of graphs, matrices, networks, and charts. In this study, the researcher used interview, observation, diary notes and photographs in displaying the data, because it is most common data display was used in qualitative research.

c. Conclusion Drawing and Verification

The last step of analyze which would draw conclusion and verification. The third step is drawing conclusions and verification. The conclusion may be able to answer the formulation of the problem that has been formulated previously. The conclusion is a new finding that had never existed before.

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[34]Mattehew B. Miles and A. Michael Huberman,*Qualitative Data Analysis*, p.12

CHAPTER IV

FINDING AND DISCUSSION

A. The Decsription of the Data

The quantitative data is analyzed quantitatively and the qualitative data is analyzed qualitatively. The quantitave data was taken from the mean of the students' score in taking vocabulary test. The qualitaive data was taken from observation resut, interview, diary notes and documentation (photography evidence). This research was conducted at the first grade (VII) of MTs. Aisyiyah Medan with 25 students. This research was conducted in two cycle. Every cycle consisted of four steps (planing, acting, observing, and reflecting). The first cycle was conducted in three meetings include pre-test. The second cycle was done in two meetings. In the last meeting of each cycle, the students have a test as the post-test.

1. The Quantitative Data

The quantitative data was taken from the result of the test was given to the students. The test still relevant to the topic was taught and discussed in the classroom in every cycle. The result of the test score of students were in the table. (see Appendix VII, VII, and IX)

Table 4.1

The Students' Score during Cycle I and Cycle II

No.	Initial of Students	Score		
		Pre-test	Post-test I	Post-test II

1.	AA	50	65	75
2.	AHH	60	65	85
3.	ARA	30	65	80
4.	ARI	45	65	75
5.	AUBS	50	85	90
6.	DA	30	30	60
7.	FH	55	80	85
8.	FR	40	40	60
9.	IF	55	85	95
10.	KR	65	75	85
11.	LRT	60	80	90
12.	LSH	75	85	95
13.	MK	50	85	95
14.	MIH	50	50	80
15.	MRK	55	55	85
16.	NA	40	65	90
17.	RPD	35	65	75
18.	SIR	50	50	80
19.	SNM	70	90	100
20.	SWU	50	85	90
21.	SF	35	65	75
22.	SK	85	95	100
23.	SAM	55	60	65
24.	UM	75	80	85
25.	WA	55	90	95
	Total	Σx : 1320	Σx : 1755	Σx : 2090
		X : 52,8	**X : 70,2**	**X : 83,6**

From the data above, the researcher found there is improvement of the students' vocabulary. It could be seen from the mean of value from the test (pre-test, post-test I, and post-test II) is improve.

From the table, the researcher also found the students' achievements are:

a. Pre-test

The pre-test was conducted before application make a match technique or before (CAR) as the preliminary study to identify the students' real competence and problems in vocabulary. In pre-test, there were 20 questions in multiple choices.

To get the result of the pre-test, the researcher calculated mean score first:

$$\overline{X} = \frac{\Sigma x}{n}$$

$$\overline{X} = \frac{1320}{25}$$

$$\overline{X} = 52,8$$

Then, to the percentage of students who passed the minimum criteria of mastery learning (KKM), the researcher used the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{4}{25} \text{ x } 100\%$$

$$P = 16\%$$

Based on the result of the pre-test, the data is showed that the mean score of pre-test is 52,8. There were only 4 students or 16% of the students who got the score above the minimum criteria of mastery learning (KKM). Meanwhile, the 21 students were below that criterion. From the analyze, it could be seen that almost of VII grade of MTs. Aisyiyah Medan students' vocabulary was still very low.

b. Post-test I

In the post-test I, the students' score was obtain improvement. The students given the reaction to pay more attention to the teacher and ask the material they did not know. The result of post-test is showed the mean score of the class increased to 69, which there were 12 students passed the minimum criteria of mastery learning (KKM). The mean score derived from the following formula:

$$\overline{X} = \frac{\Sigma x}{n}$$

$$\overline{X} = \frac{1755}{25}$$

$$\overline{X} = 70,2$$

Then, to the percentage of studentd who passed the minimum criteria of mastery learning (KKM), the researcher used the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{12}{25} \text{ x } 100\%$$

$P = 48\%$

c. Post-test II

In the post-test II, the students'score was obtain improvement. The condition of the class was very well so far after implemented Make a Macth technique, all of students became active. So, the atmophere of the class made the students interested to pay attention material given by teacher.

From the Table 4.1, the total score of students in post-test II is 2.090. To see the mean of the students in the test, the researcher used the following formula:

$$\overline{X} = \frac{\Sigma x}{n}$$

$$\overline{X} = \frac{2090}{25}$$

$$\overline{X} = 83,6$$

Then, to the percentage of studentd who passed the minimum criteria of mastery learning (KKM), the researcher used the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{22}{25} \text{ x } 100\%$$

$$P = 88\%$$

2. The Qualitative Data

    a. Observation

The researcher observed and investigated the students, the problems and the situations found during teaching learning process. Observation sheet was used to measure the level of students' activities during learning and teaching process in which make a match technique was applied students' activities, behaviour students' ability in vocabulary and interaction between teacher and students. (See appendix X, XI,XII, and XIII page.

    b. Interview

Interviews were conducted before the implementation of the first cycle and after applied the technique or after conducted classroom action research. Researcher interviewed teachers and students. The answers'interview to the teacher showed that there were differences atmosphere before and after the application of the technique. The teacher satisfied with the improvements made by students. The teacheralso motivated to use the make a match technique because it makes it easier for students to retain their vocabulary. On the other hand, studentsmotivated after applying these techniques and students can master vocabulary easily. (See Appendix XIV, XV, XVI, XVII page 75-78)

    c. Diary Notes

The researcher wrote a diary note during each meeting during the research. From the diary notes, it was found that the students were active and enthusiastic during the teaching and learning process. Although, some students still did not

focus on learning vocabulary, when researcher appliedmake a match technique, they interested and enjoy learning vocabulary. So, in this study the students showed an increase in vocabulary learning. (See Appendix XVII page. 90)

d. Documentation

Photography evidence is a source of documentation or observation responses for researchers to capture every moment. It is taken when students do vocabulary tests and during the teaching and learning process atclass. From these photos, students' responses will be found that students moreenergetic and enthusiastic during the learning and teaching. (See Appendix XXI page.95)

B. Data Analysis

1. The Quantitative Data

The data was taken from test that gave to students in each cycle. Based on the result of every meeting and the test in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting.

The result of the students' score is increase from the pre-test, post-test I (in cycle I) until in the post-test II (in cycle II). The students' score in post-test I is higher than the pre-test. The post-test II is higher than the post-test I.

Table 4.2

The Students' Improvement in Vocabulary Score in the First Cycle

Preliminary Study	Cycle I
52,8	70,2

The data is showed that the post-test I was higher than the pre-test. The result of the students' vocabulary achievement in the cycle I, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first cycle. It was from preliminary study mean score from the mean class 52,8 increased to 70,2 or from 4 students who passed the score above the the Minimum Criteria of Mastery Learning (KKM) to 12 students. That means that there was 26,4% of mean score improvement. The improvement percentage is derived from the following formula:

$P = \frac{y1-y}{y}$x 100%

$P = \frac{70,2-52,8}{52,8}$x 100%

$P = 33\%$

Next, the students' vocabulary improvement from the cycle I to the cycle II is recapped in the following table:

Table 4.3

The Students' Improvement in Vocabulary Score in the Cycle II

Cycle I	Cycle II
70,2	83,6

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y2-y}{y}\text{x } 100\%$$

$$P = \frac{83,6-52,8}{52,8}\text{x } 100\%$$

$$P = 58,3\%$$

Based on the result of the students' vocabulary score, there was better improvement of students' average score from the students' vocabulary achievement in the preliminary study to the students' vocabulary in the cycle II. The mean score of the pre-test in the preliminary was 16% and the mean score of the students on the second cycle was 88%. Means that there was 58,3% of average score improvement.

The students' score was showed the improvement which could be determine that they showed the progress gradually. They got the improvement score in each cycle.

Table 4.4

The Data of Test Result

No.	Cycle	Mean	Percentage
1.	Pre-test	52,8	16%
2.	Post-test I	70,2	48%
3.	Post-test II	83,6	88%

The mean of students' score in the post-test II was highest, so it could be said that the students' vocabulary mastery by make a match technique improved from 52,8 to 83,6.

From the table above, the result showed the increasing of the students' score from the pre-test to the post test I, post test I to the post-test II. In the first test (pre-test) the students' who passed the Minimum Criteria of Mastery Learning (KKM) 70 were 4 students of 25 students (16%). In post-test I, the students who got the score up to 70 or passed the Minimum Criteria of Mastery Learning (KKM) were 12 students of 25 students (48%). In post-test II the students passed the Minimum Criteria of Mastery Learning (KKM) were 22 students of 25 students (88%).

2. The Qualitative Data

The qualitative data was analyzed from observasion result, interview, diary notes and documentation. The research was done in two cycles.

2.1 Cycle I

The cycle 1 was done in three meetings the detail is below:

a. Planning

The research collaborated with English teachers as collaborators to planned the actions related to the preparation of make a match techniques, teaching materials, media, and determining the criteria of success. At this stage, the researcher made a planning for the action research based on the problems faced by students about vocabulary.

In addition to making lesson plan, the researcher also prepared observation sheets to observe the activities of students and researchers in the teaching and learning process whether it was in accordance with the previously designed lesson plan or not. And the researcher also prepared post-test 1 to collect data, to know there weresome students' improvement scores from pre-test to post-test. Furthermore, researcher and collaborator determine the criteria ofsuccess. The criteriaof success were 70% of the student's vocabulary score achieved the Minimum Criteria of Mastery Learning (70) or above 75% of students participated in English vocabulary class.

b. Action

The action of cycle Iwas done by implemented the teaching and learning process based on the lesson plan that has been made. In the first meeting, before involving students in the technique was chosen, the researcher acted as a teacher and the researcher taught the material to students based on the lesson plan. (1)The researcher asked the students to listen to an explanation of the make a match technique procedure. However, before the teaching and learning process took place, the researcher had explained the application of the make a match technique so that they could understand the technique. (2) The topics was given by the researcher to students. It meant the researcher was thought about their vocabulary, automatically they have new words. It made them easy to understand sentences and they were able to build good sentences. (3) The teacher divided students into 2 groups, one group as the group holding the question card and the other as the group holding the answer card (4) The students looked for the pairs of cards they

have got to match (5) The students wasaskedby the teacher to present the answers they have matched (6) The teacher closed the meeting and motivates students to study hard. Itwas very important before the learning process closes. Because motivation will make them feel comfortable and easy in learning, especially in memorizing vocabulary.

c. Observation

The observation wasdone how students behaviour and what students'problemduring the teaching and learning process in pre, whilst, and post vocabulary activities through observation.

In the first meeting, the observer observed students were interested in the lessons given through the make a match technique, but there were still had a problem in dividing students into 2 groups which made the class noisy. The students could not concentrate with the teacher yet, so they were still confused about the application of the technique. In the second meeting, observer saw better class conditions. They already know how to divide a group and students do not make much noise in class. Students were interested in following teacher instructions. But there were still some studentsnot concentrating with the teacher and disturbed other friends.

d. Reflection

After doing the cycle I, the researcher evaluated the teaching and learning process at the end of the cycle I meeting. The researcher discussed the results of the action with her collaborator. Based on the results of the analysis of the

students' vocabulary scores on the post-test I, they had not reached the (KKM). It was seen that only 48% of students scored above the achieved the Minimum Criteria of Mastery Learning. So, the application of the make a match technique has not given satisfactory results in increasing student vocabulary. From the results of the analysis of the students' vocabulary worksheets in cycle I, it was found that students did not understand well about nouns, verbs, adjectives, and adverbs. Therefore, it was necessary to revise the implementation and planning before it is implemented to see the next cycle in order to achieve the success criteria of this study. The test results show that the action in cycle I has not achieved the success of the action, it takes 22%% to achieve the Minimum Completion Criteria (KKM) so the teacherand the researcherhad to move the next cycle

2.2 Revision of the First Cycle

Based on the analysis of students' score achievementon vocabulary in the first cycle, the implimentation of the make a match technique did not give satisfactory results yet in increasing the students' vocabulary. Therefore, the researcher concluded several revisions before implementing the next cycle in order to achieve the criteria of success for this study.

First, the revision focuses on teaching procedures. In the first cycle, students were confused use the make a match technique. These problems were wasting the time and made other students confused.

Second, revision of the material explanation in this case is an explanation of some parts of speech, such as nouns, verbs, adjectives, and adverbs. The teacher should giveclear explanation so that students understand about it and always repeat and check understanding at the beginning or end of the lesson. Finally, students should bring a dictionary, to help them find out the meaning of words as their learning resource apart from the teacher.

2.3 Cycle II

a. Planning

The researchercollaborated with her collaborator (in this case the English teacher) to planned actions related to the preparation of teaching materials and media make a match techniques, and determine the criteria ofsuccess. At this stage, the researcher made an action research plan based on the problems faced by students regarding vocabulary. In addition to making lesson plans, researchers also prepare observation sheets to observe the activities of students and researcher in the teaching and learning process whether it was in accordance with the lesson plans that have been made previously or not. And the researcher also prepared post-test 2 to collect data, to find out there was an increase in student scores from post-test 1 to post-test 2.

b. Action

In this section, the researcher implemented the teaching and learning process based on the lesson plans that have been made. At the first meeting, before involved students in the technique was chosen, the researcher acted as a

teacher and he taught the material to students based on the lesson plans. (1) The researcher asked students to listen to an explanation of the make a match technique procedure. However, before the teaching and learning process took place, researchers had explained the application of these techniques in their minds, so that they understood the technique. (2) The researcher give the topic to students. (3) The teacher divided the students into 2 groups, one group as the group holding the question card and the other as the group holding the answer card (4)The students looked for the pairs of cards they have got to match (5) The teacher asked the students to present the answers they had matched. Most of the students looked enthusiastic and serious when they were in the game,they search carefully for pairs of cards. (6) The teacher closes the meeting and motivates students to study hard.

c. Observation

The observation was made for the last time. The observer observed the student activity showed that the condition of the class was very good after using make a match technique, the more students who understood the procedure of this technique andthe students became active in participating in learning process. The activities provided by the teacher so that the class atmosphere made students interested in taking part in learning. The students could compared and recognized types of nouns, adjectives, adjectives, adverbs.

d. Reflection

Having checked the students 'vocabulary mastery by giving tests, it was the students' scores showed an increase. Based on observations and test results, students can use the make a match technique in memorizing and understanding the vocabulary context. Thus, it can be concluded that students can improve vocabulary mastery by using the make a match technique.

C. Research Finding

The result was indicated that there was an improvement on the students' vocabulary by make a match technique . The mean of the first cycle was 70,2. The mean of second cycle was 83,6, it was indicated that the scores and the mean in second cycle were better than in the first cycle.

Automatically the percentage of students who got point up 70 or passed the minimum criteria of mastery learning (KKM) also grew up. In the pre-test, the students who got point up 70 were 4 students (16%). In the post-test 1 students who got point up 70 were 12 students (48%). It means that there was an improvement about 32%. Post-test 2 the students passed KKM 70 were 22 (88%). From the data above, it was showed by apply this technique, the score of the students in vocabulary was increased from the pre test until post test in each cycle. The students' vocabulary was improved and became well in the first meeting to the next meeting not only happen in the mean of students' score, but also the interest, creative, critically and enthusiasm of students was showed that there was improvement. It can be seen in the observation sheet and interview. Most of the students were more active and enthusiast during teaching learning process. It was

implied that the use of make a match technique could increase the students' vocabulary and also helped the English teacher to teach vocabulary.

D. Discussion

In this part covers the discussion of the teaching vocabulary through make a match technique. The discussion based on how make a match technique can make students easier to memorize vocabulary. The finding of the research proved that make a match technique can improve students' vocabulary. It can be seen from the improvement of the students score. The students' average score of pre-test was 52,8 After the implementation of make a match technique, the average score of post-test 1 (cycle 1) was 70,2. Then, the researcher continued to the second cycle with the average post-test 2 were 83,6 or 88% passed passed the minimum criteria of mastery learning (KKM)70 as the criterion of success determined. In addition to improved the students' score, the implementation of make a match technique got positive responses from students in their teaching-learning process of vocabulary.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research findings in Chapter IV show that the vocabulary of the first grade students of MTs Aisyiyah Medan was improved through make a match technique. It can be concluded that make a match technique can improve the students' vocabulary and can help them to remember and keep their vocabulary. It can be proved from the following facts.

First, related to the students' achievement, there were 88% who passed The minimum criteria of mastery learning (KKM) 70 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 52,8%. In the pre-test were only 4 students who passed the KKM. Meanwhile, in the post-test of cycle I there were 12 students who passed the KKM or 48%. Next, in the result of post-test in the cycle 2, there got 22 students or 88% students who passed the minimum criteria of mastery learning (KKM)*)* in which there mean score of vocabulary derived 83,6. So, it achieved the criteria success.

The last, the result of interview with the English teacher is showed that the teacher gave positive responses after using of Make a match technique in teaching vocabulary since it could be an alternative technique to be used in teaching vocabulary.

B. Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on research findings.

1. Make a match technique is influential to improve students' vocabulary.

2. Make a match technique is interesting way to learn a vocabulary because it is fun.

3. This technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be using as an additional reference; there will be a further research with different discussion that can make a revision within development of Make a match technique.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN
SIKLUS I

Nama Sekolah : MTs. Aisyiyah Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII

Materi Pokok : *Occupation (Vocabulary)*

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan	1.1.1Memiliki rasa syukur dengan

	dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	adanya kesempatan mempelajari bahasa inggris.
2	2.1 Menunjukan prilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Bersikap peduli terhadap oranglaindengan memberikan pujian yang tepat.
3	3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untukmenyatakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	3.8.1Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan pekerjaan, sesuai dengan konteks penggunaannya. 3.8.2 Menyebutkan kosakata tentang pekerjaan dalam bahasa Inggris. 3.8.3 Mengidentifikasi struktur teks yang digunakan untuk menyatakan dan menanyakan jenis pekerjaan orang dengan tepat sesuai konteks.
4	4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku / tindakan / fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Mengisi kalimat rumpang tentang profesi 4.9.2 Menulis kalimat berdasarkan profesiyang telah disediakan

C. Tujuan Pembelajaran

Melalui kegiatan mengumpulkan informasi dan asosiasi, peserta didik dapat mengetahui dan menyebutkan profesi dalam bahasa inggris dengan benar. Selain itu, peserta didik juga dapat membacadan membuat kalimat dengan menggunakan kosakata tentang profesi.

D. Materi Pembelajaran

Teks lisan dan tulis tentang jenis pekerjaan dan tempat pekerjaan

Fungsi sosial

Menanyakan dan menyatakan jenis pekerjaan dan tempat pekerjaan

7 Jenis-jenis pekerjaan yang dijadikan fokus pembelajaran

Doctor, Chef, Nurse, Pilot, Fireman, Bus driver, etc.

Unsur kebahasaan

➢ Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat danberterima: *What does your father do? How about you, what does your mother do?*

➢ Ungkapanmenyatakan fungsi pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *My father is a policeman*

➢ Ungkapanmenanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima:*Where does he work?*

➢ Ungkapan menyatakantempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima:*He works in a hospital, I work in a school*

E. Metode Pembelajaran

1. Model Pembelajaran : *Cooperative Learning*
2. Teknik Pembelajaran : *Make a Match Technique*

F. Sumber Pembelajaran

➢ Buku paket Belajar Bahasa Inggris kelas VII
➢ Buku pelajaran bahasa inggris yang relevan.

G. Media Pembelajaran

➢ **Media**

Question Card, Answer Card, dan buku pelajaran Bahasa Inggris kelas VII

> **Alat dan Bahan**

Spidol dan Penghapus papan tulis serta alat dan bahan lain yang relevan.

H. Langkah-langkah Pembelajaran

Kegiatan awal	• Guru memberi salam dan berdoa bersama • Guru mengecek kehadiran siswa • Guru menjelaskan pentingnya materi yang akan dipelajari
Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi	• Guru melakukan tanya jawab tentang materi • Guru meminta siswa mengamati materi yang akan disampaikan • Guru menjelaskan dan memberi contoh kata-kata tentang profesi • Guru menjelaskan kepada siswa secara structural tentang kata-kata atau ungkapan tentang profesi • Guru memberikan kesempatan bertanya kepada siswa tentang materi di atas • Guru memberikan text tentang profesi • Siswa mencoba menghafal kosakata dalam text dengan menggunakan make a match

	method
	• Guru memberikan kesempatan pada siswa untuk menanyakan kesulitan selama proses belajar.
Kegaiatan akhir	• Guru bersama siswa menyimpulkan materi yang telah dipelajari • Salam penutup

I. Evaluasi

- Jenis evaluasi: Menulis
- Bentuk evaluasi: Pilihan Ganda

J. Penilaian

- Setiap soal yang benar diberi nilai 5
- Total penilaian 20 x 5 = 100
- Nilai maksimum: 100

Penilaian Siswa $= \dfrac{Nilai\ yang\ diperoleh}{Nilai\ Maksimum}x\ 100$

Medan, 03 September 2020

Guru Bahasa Inggris   Peneliti

Muharleny Damanik, S.Ag.   **Mehnaz Iwanti**

NIM. 0304162122

RENCANA PELAKSANAAN PEMBELAJARAN
SIKLUS II

Nama Sekolah   : MTs. Aisyiyah Medan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII

Materi Pokok   : *Occupation (Vocabulary)*

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang	1.1.1 Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa inggris.

	diwujudkan dalam semangat belajar.	
2	2.1 Menunjukan prilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Bersikap peduli terhadap oranglaindengan memberikan pujian yang tepat.
3	3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untukmenyatakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	3.8.1Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan pekerjaan, sesuai dengan konteks penggunaannya. 3.8.2 Menyebutkan kosakata tentang pekerjaan dalam bahasa Inggris. 3.8.3 Mengidentifikasi struktur teks yang digunakan untuk menyatakan dan menanyakan jenis pekerjaan orang dengan tepat sesuai konteks.
4	4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku / tindakan / fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Mengisi kalimat rumpang tentang profesi 4.9.2 Menulis kalimat berdasarkan profesiyang telah disediakan

C. Tujuan Pembelajaran

Melalui kegiatanmengumpulkan informasi dan asosiasi, peserta didik dapat mengetahui dan menyebutkan profesi dalam bahasa Inggris dengan

benar. Selain itu, peserta didik juga dapat membacadan membuat kalimat dengan menggunakan kosakata tentang profesi.

D. Materi Pembelajaran

Teks lisan dan tulis tentang jenis pekerjaan dan tempat pekerjaan

Fungsi sosial

Menanyakan dan menyatakan jenis pekerjaan dan tempat pekerjaan

7 Jenis-jenis pekerjaan yang dijadikan fokus pembelajaran

Doctor, Chef, Nurse, Pilot, Fireman, Bus driver, etc.

Unsur kebahasaan

➢ Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat danberterima: *What does your father do? How about you, what does your mother do?*

➢ Ungkapanmenyatakan fungsi pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *My father is a policeman*

➢ Ungkapanmenanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima:*Where does he work?*

➢ Ungkapan menyatakantempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima:*He works in a hospital, I work in a school*

E. Metode Pembelajaran

1. Model Pembelajaran   : *Cooperative Learning*
2. Teknik Pembelajaran   : *Make a Match Technique*

F. Sumber Pembelajaran

➢ Buku paket Belajar Bahasa Inggris kelas VII
➢ Buku pelajaran bahasa Inggris yang relevan.

G. Media Pembelajaran

➢ **Media**

Question Card, Answer Card, dan buku pelajaran Bahasa Inggris kelas VII

➢ **Alat dan Bahan**

Spidol dan penghapus papan tulis dan bahan lain yang relevan.

H. Langkah-langkah Pembelajaran

Kegiatan awal	• Guru memberi salam dan berdoa bersama
	• Guru mengecek kehadiran siswa
	• Guru menjelaskan pentingnya materi yang akan dipelajari
Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi	• Guru melakukan tanya jawab tentang materi
	• Guru meminta siswa mengamati materi yang akan disampaikan
	• Guru menjelaskan dan memberi contoh kata-kata tentang profesi
	• Guru menjelaskan kepada siswa secara structural tentang kata-kata atau ungkapan tentang profesi
	• Guru memberikan kesempatan bertanya kepada siswa tentang materi di atas
	• Siswa mencoba menghafal kosakata dengan menggunakan make a match method
	• Guru memberikan kesempatan pada siswa untuk menanyakan kesulitan selama proses belajar.
	• Guru bersama siswa

Kegaiatan akhir	menyimpulkan materi yang telah dipelajari • Salam penutup

I. Evaluasi

- Jenis evaluasi: Menulis

- Bentuk evaluasi: Pilihan Ganda

J. Penilaian

- Setiap soal yang benar diberi nilai 5

- Total penilaian 20 x 5 = 100

- Nilai maksimum: 100

  Penilaian Siswa $= \dfrac{\text{Nilai yang diperoleh}}{\text{Nilai Maksimum}} \text{x } 100\%$

Medan, 10 September 2020

Guru Bahasa Inggris   Peneliti

Muharleny Damanik, S. Ag   **Mehnaz Iwanti**

NIM. 0304162122

PRE-TEST

Name :

Class :

Choose the correct answer with crossing (x) a,b,c, or d!

1. Someone who takes assists doctor to look after the sick person is...

a. Nurse   c. Midwife

b. Doctor   d. Dentist

2. Mr. Danu works at a chocolate factory in Bandung. He is a...

a. Photographer c. Builder

b. Plumber   d.Factory worker

3. Fandi wants to fly a plane in the future. He wants to be a...

a. Pilot   c. Fireman

b. Postman   d. Policeman

Read the following dialogue to answer the question number 4 and 5.

Putri : What is your sister, Ti?

Rey : She is a nurse

Putri : What does she do?

Rey : She (4)...

Putri : Where does she work?

Rey : She works in (5)...

4.   a. Bake the bread

        c. Teach the student

       b. Serve food and drink

       d. Help doctor to look after the sick person

5. a. Hospital   c. Street

b. Restaurant   d. School

6. I wear a uniform. I work in shifts. People in trouble call me. I put out fires. Who am I?

a. Policeman   c. Postman

b. Soldier   d. Fireman

7. I am a fangirl of BLACKPINK. I love Lisa so much. She has a beautiful voice and her body movement is so awesome. She is the best ... on this planet. I really hope to meet her in Koreasomeday.

a. Singer   c. Actress

b. Photografer   d. Comedian

8. I use wood to make beautiful furniture like tables, chairs and cupboards. I use tools like saw, nails and hammers. Who am I?

a. Builder   c. Plumber

b. Carpenter   d.Crossing guard

9. I work in office. I answer and take messages. I have to type very important letters on my computer. Who am I?

a. Teacher   c. Policewoman

b. Cashier   d. Secretary

10. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

a. Plumber   c. Builder

b. Electrician   d. Architect

11. Someone whose job to decide cases in a law court is...

a. Judges   c. Lawyer

b. Security   d. Policeman

12. Mr. Doni keeps the school clean and in a good condition everyday. What is the Mr. Doni's job?

a. Headmaster c. School Janitor

b. Student   d. Teacher

13. People need me when the pipes in their home are leaking. I usually fix toilets, drains and sinks. Who am I?

a. Security   c. Barber

b. Fireman   d. Plumber

14. You bring your animals to me when they are sick. I try my best to keep them healthy. I clip your pet's nails when they get too long. Who am I?

a. Nurse   c. Veterinarian

b. Doctor   d.Factory worker

15. Shawn wants to help people. He is so smart and not afraid of fire or dangerous. What is he?

a. Fireman   c. Policeman

b. Detective   d. Postman

16. Jim likes to build things. He spends hours drawing his new projects. What is he?

a. Plumber   c. Architect

b. School Janitor   d. Athlete

17. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?

a. Waiter   c. Factory worker

b. Baker   d. Cashier

18. Someone who mixes and dispenses medicine is...

a. Surgeon   c. Midwife

b. Doctor   d. Pharmacist

19. Her father manages some companies. He is a succesful ... That's why they are so rich.

a. Lawyer   c. Director

b. Judge   d. Reporter

20. Someone whose job is to cut the hair is...

a. Barber   c. Dustman

b. Plumber   d. Cashier

APPENDIX IV

POST-TEST (Cycle 1)

Name :

Class :

Choose the correct answer with crossing (x) a,b,c, or d!

1. My father is a ... He teaches Bahasa Indonesia in senior high school.

a. Student   c. Headmaster

b. Teacher   d. Librarian

2. What does a singer do? She / he...

a. Dances   c. Sings song

b. Makes clothes   d. Bakes bread

3. John is responsible to manage traffic on the busy road. He is...

a. Engineer   c. Policewomen

b. Architect   d. Policeman

4. *Complete the following dialogue!*

Dara : What is your mother's occupation?

Yuni : She is a...

Dara : What does she do?

Yuni : She hepls the doctor and works at hospital

a. Nurse   c. Singer

b. Dentist   d. Teacher

5. Miss Siska is a beautiful girl. She works as a ... She serves passengers in the airplane

a. Stewardess   c. Tailor

b. Singer   d. Waitress

6. Andy has been writing a lot of bestseller books. He is..

a. A seller   c. A designer

b. An Author   d. A plumber

7. Farah and I work in a restaurant. We serve customers who order menu. We are...

a. Actress   c. Waiterss

b. Headmaster   d. Stewardess

8. If you get a toothache, you should check it to a ...

a. Doctor   c. Surgeon

b. Nurse   d. Dentist

9. The school librarian will help students who want to ... books

a.Study   c. Take

b. Buy   d. Borrow

10. A ... is a leader in a company. A secretary usually assists and helps his job.

a. Judge   c. Salesman

b. Lawyer   d. Director

b. Postman   d. Policeman

12. I am a postman. I work in the...

a. Hospital   c. Bank

b. School   d. Post office

13. I am a big fan of Real Madrid. I love Hazard when playing football. He is the best ... ever.

a. Footballer   c. Actor

b. Singer   d. Author

14. Mr. Tono works in the ricefield. He grows and plants crops or rices. He is a...

a. Fisherman   c. Tailor

b. Farmer   d. Teacher

15. Rudi and Abdullah work in the transportation company. They drive a taxi. They are...

a. Dancer   c. Driver

b. Singer   d. Racer

16. A person who fixes the engine, motorcylce, etc is...

a. Mechanic   c. Builder

b. Architect   d. Plumber

17. This job is related to helping sick people. They will take care you and give you medicine when you are sick. What is this job?

a. Nurse   c. Surgeon

b. Cashier   d. Doctor

18. Anita loves animal so much. She has many pets in her house. She always take care them very well. She wants to be ... to help sick animals is...

a. Doctor   c. Veterinarian

b. Pharmacist   d. Dentist

19. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

a. Plumber   c. Builder

b. Electrician   d. Architect

20. She stays at home. She doesn't have a job. She just take care of her family. Who is she?

a. Babysitter   c. Gardener

b. Housewife   d. Painter

APPENDIX V

POST-TEST (Cycle 2)

Name :

Class :

Choose the correct answer with crossing (x) a,b,c, or d!

1. Miss Ayu works at a senior high school library as a ... She handles the books everyday

a. Teacher   c. Headmaster

b. Student   d. Librarian

2. I study hard to be a ... I want to cure sick people and work at a big hospital

a. Singer   c. Farmer

b. Dancer   d. Doctor

3. Mr. Hasan sails on the sea for months every year. He is a ...

a. Sailor   c. Factory worker

b. Farmer   d. Pilot

Read the following dialogue to answer the question number 4 and 5.

Adit   : What is your uncle, Han?

Rehan : He is a (4) ....

Adit   : What does he do?

Rehan : He (5)...

Adit   : Where does he work?

Rehan : He works in the post office

4.   a. Doctor   c. Pilot

b. Police   d. Postman

5.   a. Deliver the mail

c. Teach the student

b. Drive a bus

d. Bake the bread

6. I am a sport star. I make a lot of money. I play for big club. I wear football boots. Who am I?

a. Electrician   c. Doctor

b. Footballer   d. Baker

7. Cika's mother is a ... She hepls the doctor and works at the hospital.

a. Dentist   c. Nurse

b. Doctor   d. Veterinarian

8. Rachel loves cooking so much. She wants to be a ... someday

a. Chef   c. Waitress

b. Actress   d. Singer

9. Mr. Dimas works at a chocolate factory in Bandung. He is a ...

a. Photographer   c. Builder

b. Plumber   d.Factory worker

10. Fandi wants to fly a plane in the future. He wants to be a ...

a. Pilot   c. Fireman

b. Postman   d. Policeman

11. Isyana Saraswati is a famous.... She has a beautiful voice

a. Dancer   c. Singer

b. Model   d. Actress

12. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?

a. Waiter   c. Doctor

b. Baker   d. Cashier

13. Reino can speak five languages fluently. He is a professional ... He often translate text into Indonesian.

a. Librarian   c. Translator

b. Singer   d. Teacher

14. This job is related to securing people. They will catch the criminal and give them a punishment. What is this job?

a. Detective   c. Postman

b. Policeman   d. Teacher

15. Someone whose job is to decide cases in a law court is...

a. Judges   c. Lawyer

b. Security   d. Policeman

16. Someone who keeps the school clean and in a good condition is...

a. Headmaster   c.   School Janitor

b. Security   d. Teacher

17. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

a. Plumber   c. Builder

b. Electrician   d. Architect

18. My father is a big fan of Liverpool. He loves Salah when playing football. He is the best ... ever.

a. Footballer   c. Actor

b. Singer   d. Author

19. I am a fangirl of BTS. I love Taehyung so much. He has a beautiful voice. He is the best ... on this planet. I really hope to meet him in Koreasomeday.

a. Singer   c. Chef

b. Photografer   d. Comedian

20. Budi and Ali work in the transportation company. They drive a bus. They are...

a. Dancer   c. Bus Driver

b. Singer   d. Racer

APPENDIX VI

Key Answer for Instrument Test

PRE-TEST		POST-TEST (Cycle 1		POST-TEST (Cycle 2)	
No.	Answer	No.	Answer	No.	Answer
1	A	1	B	1	D
2	D	2	C	2	D
3	A	3	D	3	A
4	D	4	A	4	D
5	A	5	A	5	A
6	D	6	B	6	B
7	A	7	C	7	C
8	B	8	D	8	A
9	D	9	D	9	D
10	A	10	D	10	A
11	A	11	A	11	C
12	C	12	D	12	B
13	D	13	A	13	C
14	C	14	B	14	B
15	A	15	C	15	A
16	C	16	A	16	C
17	B	17	D	17	A
18	D	18	C	18	A
19	C	19	A	19	A
20	A	20	B	20	C

The Result of Students' Vocabulary in Preliminary Study (Pre-test)

No.	The Intial of Students' Name	Score	Criteria of Success (< 70)
1.	AA	50	Fail
2.	AHH	60	Fail
3.	ARA	30	Fail
4.	ARI	45	Fail
5.	AUBS	50	Fail
6.	DA	30	Fail
7.	FH	55	Fail
8.	FR	40	Fail
9.	IF	55	Fail
10.	KR	65	Fail
11.	LRT	60	Fail
12.	LSH	75	Success
13.	MK	50	Fail
14.	MIH	50	Fail
15.	MRK	55	Fail
16.	NA	40	Fail
17.	RPD	35	Fail
18.	SIR	50	Fail
19.	SNM	70	Success
20.	SWU	50	Fail
21.	SF	35	Fail
22.	SK	85	Success
23.	SAM	55	Fail
24.	UM	75	Success
25.	WA	55	Fail
Total		**1320**	**Success : 4**
Mean		**52,8**	**Fail : 21**

The Result of Students' Vocabulary in Cycle 1 (Post-test 1)

No.	The Intial of Students' Name	Score	Criteria of Success (< 70)
1.	AA	65	Fail
2.	AHH	65	Fail
3.	ARA	65	Fail
4.	ARI	65	Fail
5.	AUBS	85	Success
6.	DA	30	Fail
7.	FH	80	Success
8.	FR	40	Fail
9.	IF	85	Success
10.	KR	75	Success
11.	LRT	80	Success
12.	LSH	85	Success
13.	MK	85	Success
14.	MIH	50	Fail
15.	MRK	55	Fail
16.	NA	65	Fail
17.	RPD	65	Fail
18.	SIR	50	Fail
19.	SNM	90	Success
20.	SWU	85	Success
21.	SF	65	Fail
22.	SK	95	Success
23.	SAM	60	Fail
24.	UM	80	Success
25.	WA	90	Success
Total		**1755**	**Success : 12**
Mean		**70,2**	**Fail : 13**

APPENDIX IX

The Result of Students' Vocabulary in Cycle 2 (Post-test 2)

No.	The Intial of Students' Name	Score	Criteria of Success (< 70)
1.	AA	75	Success
2.	AHH	85	Success
3.	ARA	80	Success
4.	ARI	75	Success
5.	AUBS	90	Success
6.	DA	60	Fail
7.	FH	85	Success
8.	FR	60	Fail
9.	IF	95	Success
10.	KR	85	Success
11.	LRT	90	Success
12.	LSH	95	Success
13.	MK	95	Success
14.	MIH	80	Success
15.	MRK	85	Success
16.	NA	90	Success
17.	RPD	75	Success
18.	SIR	80	Success
19.	SNM	100	Success
20.	SWU	90	Success
21.	SF	75	Success
22.	SK	100	Success
23.	SAM	65	Fail
24.	UM	85	Success
25.	WA	95	Success
Total		**2090**	**Success : 22**
Mean		**83,6**	**Fail : 3**

APPENDIX X

OBSERVATION SHEET

CYCLE I

Collaborator : Muharleny Damanik, S. Ag

Activity Observed : Teacher Activities

Note : Give Thick (√) in the Category Column; 4 (Very Good), 3(Good), 2 (Enough), 1 (Bad)

No	Points will be observed	Category			
		1	2	3	4
1	The teacher comes on time				√
2	Teacher's capability in opening the class				√
3	Teacher giving motivation in the teaching and learning process			√	
4	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				√
5	The teacher tells the students the aims of the study			√	
6	The teacher introduces about Make A Match				√
7	The systematically teaching performance			√	
8	Teacher's ability in organizing the class			√	
9	Teacher teaching material clearly				√
10	Teacher ability in closing the class				√

Medan, 03September 2020

English Teacher

Muharleny Damanik, S. Ag

APPENDIX XI

OBSERVATION SHEET

CYCLE I1

Collaborator   : Muharleny Damanik, S. Ag

Activity Observed   : Teacher Activities

Note   : Give Thick (√) in the Category Column; 4 (Very Good),
3(Good), 2 (Enough), 1 (Bad)

No	Points will be observed	Category			
		1	2	3	4
1	The teacher comes on time				√
2	Teacher's capability in opening the class				√
3	Teacher giving motivation in the teaching and learning process				√
4	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5	The teacher tells the students the aims of the study			√	
6	The teacher introduces about Make A Match				√
7	The systematically teaching performance			√	
8	Teacher's ability in organizing the class			√	
9	Teacher teaching material clearly			√	
10	Teacher ability in closing the class				√

Medan, 10September 2020

English Teacher

Muharleny Damanik, S. Ag

APPENDIX XII

OBSERVATION SHEET

CYCLE I

Collaborator   : Muharleny Damanik, S. Ag

Activity Observed   : Students Activities

Note   : Give Thick (√) in the Category Column; 4 (Very Good), 3(Good), 2 (Enough), 1 (Bad)

No	Points will be observed	Category			
		1	2	3	4
1	All of the students come on time				
2	The students pay attention to teacher explanation				
3	The students are interest and enthusiast in studying English use Make A Match Technique				
4	The students participate in learning process				
5	The students do task given				
6	The students ask the feedback after doing he activity related to the topic				

Medan, 03September 2020

English Teacher

Muharleny Damanik, S. Ag

APPENDIX XIII

OBSERVATION SHEET

CYCLE II

Collaborator   : Muharleny Damanik, S. Ag

Activity Observed   : Students Activities

Note   : Give Thick (√) in the Category Column; 4 (Very Good), 3(Good), 2 (Enough), 1 (Bad)

No	Points will be observed	Category			
		1	2	3	4
1	All of the students come on time				
2	The students pay attention to teacher explanation				
3	The students are interest and enthusiast in studying English use Make A Match Technique				
4	The students participate in learning process				
5	The students do task given				
6	The students ask the feedback after doing he activity related to the topic				

Medan, 10September 2020

English Teacher

Muharleny Damanik, S. Ag

Interview for Teacher before the Implementation of Make a Match

Technique

Interviewer : Mehnaz Iwanti (researcher)

Interviewee : Muharleny Damanik, S. Ag (English Teacher)

Interviewer: Assalamualaikum, mam?

Interviewee: Wa'alaikumssalam.

Interviewer: Permisi, Mam. Apakah saya boleh mewawancarai mam seputar kemampuan bahasa inggris siswa di kelas tujuh ini, mam?

Interviewee: Boleh saja. Silakan..

Interviewer: Menurut mam, apa saja nih masalah yang kerap muncul pada siswa dalam belajar Bahasa Inggris, khususnya di kelas tujuh, mam?

Interviewee: Dari yang saya amati sih masalah kosakata. Saat saya suruh mereka untuk membuat sebuah kalimat dan juga menerjemahkan teks mereka terlihat kesulitan.

Interviewer: Kemudian, apa saja yang menjadi kesulitan mereka dalam menguasai kosakata, mam?

Interviewee: Siswa-siswa itu sering sekali tidak ingatkosakata dan terkadang ada jugasiswa yang masih tidak tahu cara mengucapkannya. Kita tahu sendiri, bahasa

Inggris itu kan tidak seperti bahasa Indonesia. Lagipula, bahasa Inggris itu bukan bahasa ibu kita.

Interviewer: Nah, dengan permasalahan tersebut, kira-kira teknik seperti apa yang mam terapkan dalam mengajar vocabulary?

Interviewee: Saya biasanya menyuruh mereka untuk mngartikan bacaan dalam bahasa Inggris ke bahasa Indonesia. Mereka saya suruh juga bawa kamus setiap belajar bahasa inggris sama saya untuk memudahkan mereka mencari terjemahan dari kata-kata yang ada di bacaan itu.

Interviewer: Oh, begitu ya, mam. Sebelumnya mam pernah mendengar tentang teknik make a match dalam mengajarkan kosakata ke siswa mam, tidak?

Interviewee: Pernah. Tetapisaya belum pernah pakai teknik itu untuk mengajarkan kosakata ke siswa.

Interviewer: Saat siswa belajar bahasa Inggris,bagaimana keadaan serta aktivitas yang terjadi di kelas, mam?

Interviewee: Keadaan kelas kadang ribut dan kadang tak terkontrol. Mereka masih tidak focus belajar.

Interviewer: Menurut mam, respon apa yang mam dapatkan dari siswa saat belajar bahasa Inggris?

Interviewee : Responnya, mereka masih kurang termotivasi dan kurang semangat saat belajar bahasa Inggris.

Interviewer: Oh, begitu ya, mam. Saya kira sampai disini saja untuk sesi interviewnya hari ini, mam. Saya sangat berterimakasih.

Interviewee: Tidak masalah. Jika ada yang ingin ditanyakan, silakan bertanya saja. Jangan sungkan, ya.

APPENDIX XV

Interview for Students before the Implementation of Make a Match

Technique

Below is the result of interview between the researcher and the first grade students before conducted classroom action research.

Researcher: Halo, Assalamualaikum.Apa kaliankeberatan jika saya pakai waktunya sebentar? Ada beberapa pertanyan dari miss untuk kalian tentang Bahasa Inggris.

Students: Assalamualaikum, Miss. Kami tidak keberatan sama sekali kok miss.

Researcher: Baiklah kalau begitu. Miss ingin bertanya kepada kalian, Apakah kalian suka belajar bahasa Inggris?

Melati: Suka banget,miss. Karena Melati pikir, belajar bahasa Inggris itu sangat penting.

Umi: Ya, miss. Saya juga suka karena seru dan keren kalau belajar bahasa inggris. Walausaya terkadang merasa sulit memahamipelajarannya. Hehehe

Naufal: Tidak suka sama sekali, miss. Belajar bahasa Inggrismembosankan dan sulit.

Faiz: Saya tidak terlalu suka sih, miss. Karena saya kesulitan saat membaca kata-katanya karena enggak seperti bahasa Indonesia.

Researcher: Oh begitu. Apa saja masalah yang kerap kalian jumpai saat belajar Bahasa Inggris?

Melati: Kesulitannya itusaat disuruh menulis kalimatatau bacaan kedalam bahasa Inggris, miss.

Umi: Kesulitannya itu saat berbicara dengan menggunakan bahasa Inggris, miss. Susah menghapal kata-katanya juga, Miss.

Faiz: Saya merasa sulit ketika harus menghafal kata-katanya, miss. Ditambahpengucapannya yang sulit.

Naufal: Saya juga sulit menghafal kosakata.

Researcher: Begitu, ya. Berarti masalahnya ada di kosakata makanya kalian merasa sulit saat berbicara dan menulis dalam bahasa Inggris. Nah, kalau begitu, bagaimana caranya agar mudah mempelajari dan menghapal kosakata bahasa Inggris?

Umi: Kalau saya biasa sedia kamus untuk cari arti kata yang saya enggak tau.

Melati: Saya juga lihat kamus. Setelah itu saya tulis ke buku catatan mencoba menghapalkannya meskipun itu sulit, Miss.

Faiz: Saya tanya sama guru kalau ada kata yang saya tidak tahu, Miss.

Naufal: Kalau saya biasanya selalu bertanya pada guru, miss. Kemudian, saya catat di buku.

Researcher: Untuk meningkatkan kosakata dalam bahasa Inggris,apa yang kalian lakukan?

Umi: Kebetulan saya kursusbahasa Inggris setiap sore.

Melati: Menulis beberapa kata dalam bahasa Inggris di dinding kamar saya, miss. Agar mdah hafal.

Faiz: Ditulis kemudian dihafal. Terkadang, saya bosan juga dengan kegiatan yang itu-itu aja, Miss.

Naufal: Saya hanya mendengar penjelasan guru saja, miss.

Researcher: Apakah kalian pernah dengar teknik Make a Match dan sudah pernah belajar menggunakan teknik tersebut?

Melati: Enggak pernah dengar sama sekali, Miss.

Umi: Enggak pernah, miss. Kami hanya belajar kata bahasa Inggris dengan menuliskannya di buku catatan, miss.

Naufal: Belum pernah, miss. Mungkin asyik kalau belajar bahasa inggris pakai teknik yang Miss bilang tadi.

Faiz: Saya tidak tahu teknik Make a Match itu seperti apa, miss.

APPENDIX XVI

Interview for Teacher after the Implementation of Make a Match Technique

Interviewer : Mehnaz Iwanti (Researcher)

Interviewee : Muharleny Damanik, S. Ag. (English Teacher)

Interviewer: Assalamualaikum, Mam. Selamat pagi...

Interviewee: Walaikumsalam. Selamat pagi...

Interviewer: Apakah saja boleh bertanya tentang proses belajar mengajar di kelas tadi, mam. Bagaimana menurut mam tentang penerapan teknik make a match di kelas VII, mam?

Interviewee: Saya pikir teknik tersebut baik. Siswa menikmati dan bersemangat saat belajar. Siswa mencocokkan kata sembari menghafal dengan sangat antusias. Itu merupakan respon yang bagus dari para siswa.

Interviewer: Menurut mam apakah teknik seperti itu dapat meningkatkan kemampuan menghapalkan dan mengingat vocabulary?

Interviewee: Tentu saja. Siswa bisa mengingat kosakata yang mereka pelajari dalam jangka waktu yang lama. Karena,saat mereka belajar dengan teknik tersebuut mereka akan langsung memikirkan kata mana yang pas dengan maksud benda itu.

Interviewer: Menurut mam, bagaimanainteraksi antara guru dengan siswasaat proses belajar mengajar?

Interviewee: Tentu baik. Kamu bisa memberikan materi kepada siswa dengan baik. Selagi berinteraksi, kamu juga memberikan motivasi kepada siswa supaya mereka lebih tertarik untuk belajar.

Interviewer: Terima kasih banyak, mam. Apakah mam nantinyaakan menerapkan teknik make a match?

Interviewee: Saya akan mencoba menerapkan teknik tersebut nantinya.

APPENDIX XVII

Interview for Students after the Implementation of make a match technique

Researcher: Halo, selamat pagi. Saya ingin bertanya, bagaimana menurut kalian belajar kosakata pakai teknik make a match?

Naufal: Seru sekali, Miss. Saya sekarang lebih gampangingat dan hafal kosakata baru. Karena sering diajari sama Miss pakai teknik yang bagus makanya sekarang sudah mulai mengerti. Sayamudah menghafal kata sambil bermain, Miss. Menurut saya dengan belajar sambil bermain bisa memotivasi kita untuk lebih giat belajar bahasa inggris.

Umi: Saya sangat suka belajar seperti ini, Miss. Karena, mudah mengapal kosakata. Belajarnya juga tidak membosankan seperti sebelum-sebelumnya.

Faiz: Asyik, Miss. Sekarang sudah lebih mudah ingat kosakata baru. Itu juga karena pakai teknik make a match kita bisa lebih cepat tahu maksud kosakata yang kita lihat. Bahkan dengan mempelajari satu kata, kita dapat tahu banyak kata yang berkaitan dengan kata tersebut, miss.

Melati: Kalau menurut saya teknik tersebut sangat membantu saya meningkatkan kosakata saya. Dengan belajar mencocokkan kata sambil bermain dapat membuat kosakata yang saya pelajari tidak mudah hilang. Pokoknya seru sekali belajar bahasa inggris pakai teknik itu, miss.

Researcher: Jadi, menurut kalian dengan menggunakan teknik make a match dapat memudahkan kalianmengingat kosakata baru?

Melati: Iya ,miss. Saya bersemangat belajarnya

Faiz: Saya juga iya, Miss.

Umi: Iya Miss. Sekarang saya sudah percaya diri ngomong pakai bahasa Inggris. Karena kosakata yang saya miliki jauh lebih banyak saat ini. Dan kosakata yang saya miliki gak mudah hilang.

Naufal: Saya bersyukur sekarang sudah bisa mengingat dan menghafal kosakata. Dan juga sekarang saya suka belajar bahasa inggris, tidak seperti dulu.

Researcher: Nah, Menurut kalian apa kekurangan dari pembelajaran pakai teknik make a match?

Umi: Kekurangannya itu hanya karena beberapasiswa yang usil mencocokkan kata sembarangan.

Melati: Menurut saya kelas menjadi ribut. Ya walaupun ributnya karena belajar.

Naufal: Saya terkadang kebingungan, miss. Karena agak sulit mencari pasangan kata yang sesuai, miss.

Researcher: Begitu, ya. Apakah kalian menikmati teknik yang saya ajarkan?

Umi: Tentu, Miss. Saya sangat menyukainya karena kelas menjadi aktif belajar bukan aktif bergosip lagi, miss.

Naufal: Saya juga sangat menikmatinya. Teknik yang miss ajarkan tadi sangat menyenangkan menurut saya .

Faiz: Sangat sukamencocokkan kata seperti ini karena dapat meningkatkan kemampuan bahasa Inggris saya.

Melati: Tentu saya menikmatinya, miss. Kalau bisa teknik ini bisa kita pakai di materi yang lainnya.

Researcher: Nah, sekarang apakah kalian sudah bertambah motivasinya untuk belajar dan meningkatkan penguasaan kosakata?

Siswa: Ya, Miss. Kami termotivasi untuk belajar dan belajar lagi agar dapat meningkatkan penguasaan kosakata saya.

Diary Notes

1. **First Meeting (02 September 2020)**

   At the first meeting, the researcher introduced herself to the student. The researcher also informed the purpose of her coming to the school, especially in grade 7. There were 25 students in that class. Fortunately, the students were welcome. The researcher observed the students in class. Students were quite interested in the arrival of the researcher, it can be said that they were active. To found out the students' background in vocabulary mastery, the researcher conducted interviews with the teacher and several students. The results obtained from the interview were that the students' vocabulary mastery was still low. Students still have difficulty understanding the lessons given by the teacher because their vocabulary was just barely. And to proved this, the researcher also gave a pre-test at this meeting to measure students' basic vocabulary skills before applying the make a match technique. Students are given about 20 minutes to answer the questions. Students answered the test with a little difficulty. After the test was carried out, the researchers checked the results of the pretest they had done. As a result, students' answers were mostly low. 4 out of 25 pass with a score of 70. Any other student who scores below 70 is considered to have failed the pre-test.

2. **Second Meeting (03 September 2020)**

   At this meeting, the researcher began to introduce the make a match technique to students. The English vocabulary is taught by the

researcher in the classroom. The researcher prepared lesson plans that have been agreed with collaborators. In this case, a collaborator is an English teacher in the class. The teacher opened the class by greeting them eagerly. Students respond enthusiastically to greetings. After that, the researcher explained the material according to the lesson plan. Some students still lack focus and are less interested in class. Some of them also made a lot of noise and talked to each other. But the researcher tried to overcome this by getting them to take classes seriously. Then the researcher introduced the make a match technique. This time the teacher explained the make a match technique. Students learn with enthusiasm.

3. **Third Meeting (09 September 2020)**

At the third meeting, the researcher also taught English vocabulary using the make a match technique. They have to find the pairs of cards they get. The students played with enthusiasm. They follow directions well. The teacher gives a post-test 1 after applying the technique and completing the class. Students take the test for approximately 25 minutes. Then, the researcher examined the students' test results. The researcher compared the results of the pretest and post-test 1. As a result, the students' vocabulary mastery increased. 12 students out of 25 students graduated.

4. **Fourth Meeting (10 September 2020)**

In this meeting, the researcher participated with collaborator in applying these techniques and teach material to students according to the lesson plans that have been designed. Several changes occurred in the

class this time. Based on the observations made, students were more active and asked questions related to topics. The class ran better than the previous class. The students were very enthusiastic about the application of this technique. In this meeting, students already know the teacher's teaching style and support the teacher's teaching goals.

5. **Fifth Meeting (16 September 2020)**

In this meeting students participate actively in the activities given. The researcher participated with collaborator to teach material based on the lesson plans and apply these techniques. Collaborator keep observing the classroom conditions during the teaching and learning process. After the teaching and learning process is complete, students are asked to take post-test II to see an increase in their vocabulary. The researcher also conducted the last interview with the collaborator and students.After the class was finished. The results obtained in the interview were that the teacher and students acknowledged that the techniques that had been applied had a good effect in increasing students' vocabulary. Some students thought that the technique was very suitable to be applied at the junior high school level to help students remember vocabulary easily and to get memories of vocabulary that had been learned over a long period of time. The teacher also said that he would apply this technique in the future with the same or different materials and skills. 22 students passed the post-test II and only 3 students did not pass.

APPENDIX XIX

Students' Name and Intial

No.	Name of Students	The Intial of Students' Name
1.	Abi Ananda	AA
2.	Aditia Hardian Hardiva	AHH
3.	Ahmad Randa	ARA
4.	Ahmad Randi	ARI
5.	Anggun Ulandari Br. Sianturi	AUBS
6.	Dzafar Anugrah	DA
7.	Faiz Hamdani	FH
8.	Farel Rahmad	FR
9.	Inayah Fatinah	IF
10.	Keissya Ramadhani	KR
11.	Laila Rahmadani Tumangger	LRT
12.	Lulu Siti Hardianty	LSH
13.	Melati Kudadiri	MK
14.	Muhammad Ihsan Fauzi	MIH
15.	Muhammad Ridho Al Karim	MRK
16.	Nurul Azizah	NA
17.	Rizky Parmonangan Daely	RPD
18.	Septian Irsan Ramadhan	SIR
19.	Shilfi Nuril Maulida	SNM
20.	Syahvira Widya Utama	SWU
21.	Syarifah Fatimah	SF
22.	Syifana Khaira	SK
23.	Syukran Abdul Munim P	SAM
24.	Umi Mardiah	UM
25.	Widya Al Arasy	WA

APPENDIX XX

The Students' Attendance List During the Reasearch

| No.	Name of Students	Meeting				
		1	2	3	4	5
1.	Abi Ananda	√	√	√	√	√
2.	Aditia Hardian Hardiva	√	√	√	√	√
3.	Ahmad Randa	√	√	√	√	√
4.	Ahmad Randi	√	√	√	√	√
5.	Anggun Ulandari Br. Sianturi	√	√	√	√	√
6.	Dzafar Anugrah	√	√	√	√	√
7.	Faiz Hamdani	√	√	√	√	√
8.	Farel Rahmad	√	√	√	√	√
9.	Inayah Fatinah	√	√	√	√	√
10.	Keissya Ramadhani	√	√	√	√	√
11.	Laila Rahmadani Tumangger	√	√	√	√	√
12.	Lulu Siti Hardianty	√	√	√	√	√
13.	Muhammad Ridho Al Karim	√	√	√	√	√
14.	Melati Kudadiri	√	√	√	√	√
15.	Muhammad Ihsan Fauzi	√	√	√	√	√
16.	Nurul Azizah	√	√	√	√	√
17.	Rizky Parmonangan Daely	√	√	√	√	√
18.	Septian Irsan Ramadhan	√	√	√	√	√
19.	Shilfi Nuril Maulida	√	√	√	√	√
20.	Syahvira Widya Utama	√	√	√	√	√
21.	Syifana Khaira	√	√	√	√	√
22.	Syarifah Fatimah	√	√	√	√	√
23.	Syukran Abdul Munim P	√	√	√	√	√
24.	Umi Mardiah	√	√	√	√	√
25.	Widya Al Arasy	√	√	√	√	√

APPENDIX XXI

Photography Evidence
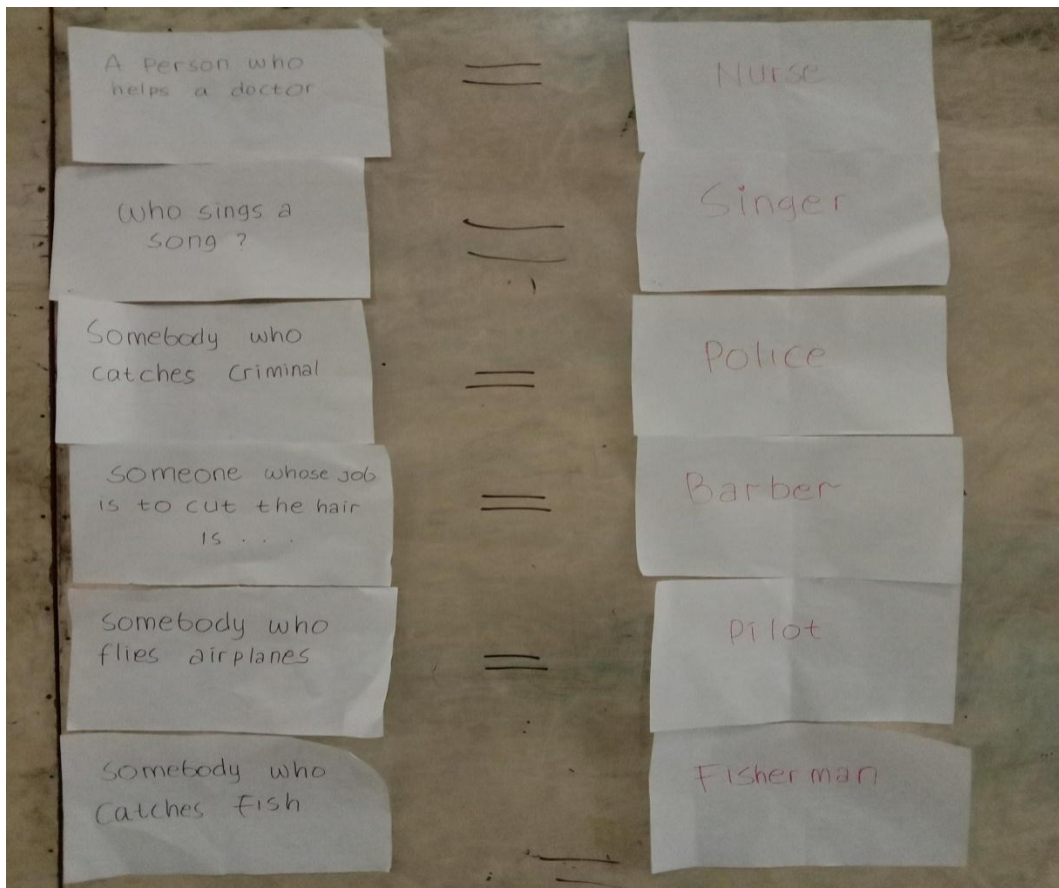
APPENDIX XXII

The Result of the Students

POST-TEST (Cycle 2)

95

Name : Lulu Siti Hardiyanty Srg

Class : VII

Choose the correct answer with crossing (x) a,b,c, or d!

1. Miss Ayu works at a senior high school library as a ... She handles the books everyday
   a. Teacher   c. Headmaster
   b. Student   ~~Librarian~~ (X)

2. I study hard to be a ... I want to cure sick people and work at a big hospital
   a. Singer   c. Farmer
   b. Dancer   ~~Doctor~~ (X)

3. Mr. Hasan sails on the sea for months every year. He is a ...
   ~~Sailor~~ (X)   c. Factory worker
   b. Farmer   d. Pilot

Read the following dialogue to answer the question number 4 and 5.

Adit : What is your uncle, Han?
Rehan : He is a (4) ....
Adit : What does he do?
Rehan : He (5)...
Adit : Where does he work?
Rehan : He works in the post office

4. a. Doctor   c. Pilot
   b. Police   ~~Postman~~ (X)

5. ~~Deliver the mail~~ (X)
   c. Teach the student

b. Drive a bus
d. Bake the bread

6. I am a sport star. I make a lot of money. I play for big club. I wear football boots. Who am I?
   a. Electrician   c. Doctor
   ~~Footballer~~ (X)   d. Baker

7. Cika's mother is a ... She hepls the doctor and works at the hospital.
   a. Dentist   ~~Nurse~~ (X)
   b. Doctor   d. Veterinarian

8. Rachel loves cooking so much. She wants to be a ... someday
   ~~Chef~~ (X)   c. Waitress
   b. Actress   d. Singer

9. Mr. Dimas works at a chocolate factory in Bandung. He is a ...
   a. Photographer   c. Builder
   b. Plumber   ~~Factory worker~~ (X)

10. Fandi wants to fly a plane in the future. He wants to be a ...
    ~~Pilot~~ (X)   c. Fireman
    b. Postman   d. Policeman

11. Isyana Saraswati is a famous Indonesian .... She has a beautiful voice
    a. Dancer   ~~Singer~~ (X)

---

b. Model   d. Actress

12. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?
    a. Waiter   c. Doctor
    b. Baker   ~~Cashier~~ (X)

13. Reino can speak five languages fluently. He is a professional ... He often translate text into Indonesian.
    a. Librarian   ~~Translator~~ (X)
    b. Singer   d. Teacher

14. This job is related to securing people. They will catch the criminal and give them a punishment. What is this job?
    ~~Detective~~ (X)   c. Postman
    b. Policeman   d. Teacher

15. Someone whose job is to decide cases in a law court is...
    ~~Judges~~ (X)   c. Lawyer
    b. Security   d. Policeman

16. Someone who keeps the school clean and in a good condition is...
    a. Headmaster   c. School Janitor
    ~~Security~~ (X)   d. Teacher

17. I am needed when there is a flood or a leak in your house. I usually work in the

kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?
    ~~Plumber~~ (X)   c. Builder
    b. Electrician   d. Architect

18. My father is a big fan of Liverpool. He loves Salah when playing football. He is the best ... ever.
    ~~Footballer~~ (X)   c. Actor
    b. Singer   d. Author

19. I am a fangirl of BTS. I love Taehyung so much. He has a beautiful voice. He is the best ... on this planet. I really hope to meet him in Korea someday.
    ~~Singer~~ (X)   c. Chef
    b. Photografer   d. Comedian

20. Budi and Ali work in the transportation company. They drive a bus. They are...
    a. Dancer   ~~Bus Driver~~ (X)
    b. Singer   d. Racer

POST-TEST (Cycle 2)

Name : ahmaD RanDi

Class : VII

75

R-15

Choose the correct answer with crossing (x) a,b,c, or d!

1. Miss Ayu works at a senior high school library as a ... She handles the books everyday

a. Teacher   c. Headmaster

b. Student   ~~d.~~ Librarian

2. I study hard to be a ... I want to cure sick people and work at a big hospital

a. Singer   c. Farmer

b. Dancer   ~~d.~~ Doctor

3. Mr. Hasan sails on the sea for months every year. He is a ...

a. Sailor   c. Factory worker

~~b.~~ Farmer   d. Pilot

Read the following dialogue to answer the question number 4 and 5.

Adit   : What is your uncle, Han?

Rehan : He is a (4) ....

Adit   : What does he do?

Rehan : He (5)...

Adit   : Where does he work?

Rehan : He works in the post office

4.   a. Doctor   c. Pilot

   b. Police   ~~d.~~ Postman

5.   ~~a.~~ Deliver the mail

   c. Teach the student

b. Drive a bus

d. Bake the bread

6. I am a sport star. I make a lot of money. I play for big club. I wear football boots. Who am I?

a. Electrician   c. Doctor

~~b.~~ Footballer   d. Baker

7. Cika's mother is a ... She hepls the doctor and works at the hospital.

a. Dentist   ~~c.~~ Nurse

b. Doctor   d. Veterinarian

8. Rachel loves cooking so much. She wants to be a ... someday

~~a.~~ Chef   c. Waitress

b. Actress   d. Singer

9. Mr. Dimas works at a chocolate factory in Bandung. He is a ...

a. Photographer   ~~c.~~ Builder

b. Plumber   d. Factory worker

10. Fandi wants to fly a plane in the future. He wants to be a ...

~~a.~~ Pilot   c. Fireman

b. Postman   d. Policeman

11. Isyana Saraswati is a famous Indonesian .... She has a beautiful voice

a. Dancer   ~~b.~~ Singer

b. Model   d. Actress

12. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?

a. Waiter   c. Doctor

~~b.~~ Baker   d. Cashier

13. Reino can speak five languages fluently. He is a professional ... He often translate text into Indonesian.

a. Librarian   ~~c.~~ Translator

b. Singer   d. Teacher

14. This job is related to securing people. They will catch the criminal and give them a punishment. What is this job?

~~a.~~ Detective   c. Postman

b. Policeman   d. Teacher

15. Someone whose job is to decide cases in a law court is...

a. Judges   ~~c.~~ Lawyer

b. Security   d. Policeman

16. Someone who keeps the school clean and in a good condition is...

a. Headmaster   ~~c.~~ School Janitor

b. Security   d. Teacher

17. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~a.~~ Plumber   c. Builder

b. Electrician   d. Architect

18. My father is a big fan of Liverpool. He loves Salah when playing football. He is the best ... ever.

~~a.~~ Footballer   c. Actor

b. Singer   d. Author

19. I am a fangirl of BTS. I love Taehyung so much. He has a beautiful voice. He is the best ... on this planet. I really hope to meet him in Korea someday.

~~a.~~ Singer   c. Chef

b. Photografer   d. Comedian

20. Budi and Ali work in the transportation company. They drive a bus. They are...

a. Dancer   ~~c.~~ Bus Driver

b. Singer   d. Racer

POST-TEST (Cycle 2)

B = 17

Name : ADITYA HARDIAN HARDIVA

Class : VII

Choose the correct answer with crossing (x) a,b,c, or d!

1. Miss Ayu works at a senior high school library as a ... She handles the books everyday.

a. Teacher   c. Headmaster

b. Student   ~~d. Librarian~~

2. I study hard to be a ... I want to cure sick people and work at a big hospital

a. Singer   c. Farmer

b. Dancer   ~~d. Doctor~~

3. Mr. Hasan sails on the sea for months every year. He is a ...

~~a. Sailor~~   c. Factory worker

b. Farmer   d. Pilot

Read the following dialogue to answer the question number 4 and 5.

Adit   : What is your uncle, Han?

Rehan : He is a (4) ....

Adit   : What does he do?

Rehan : He (5)...

Adit   : Where does he work?

Rehan : He works in the post office

4. a. Doctor   c. Pilot

~~b. Police~~   d. Postman

5. ~~a. Deliver the mail~~

c. Teach the student

b. Drive a bus

d. Bake the bread

6. I am a sport star. I make a lot of money. I play for big club. I wear football boots. Who am I?

a. Electrician   c. Doctor

~~b. Footballer~~   d. Baker

7. Cika's mother is a ... She hepls the doctor and works at the hospital.

a. Dentist   ~~c. Nurse~~

b. Doctor   d. Veterinarian

8. Rachel loves cooking so much. She wants to be a ... someday

~~a. Chef~~   c. Waitress

b. Actress   d. Singer

9. Mr. Dimas works at a chocolate factory in Bandung. He is a ...

a. Photographer   c. Builder

b. Plumber   ~~d. Factory worker~~

10. Fandi wants to fly a plane in the future. He wants to be a ...

~~a. Pilot~~   c. Fireman

b. Postman   d. Policeman

11. Isyana Saraswati is a famous Indonesian .... She has a beautiful voice

a. Dancer   ~~b. Singer~~

b. Model   d. Actress

12. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?

a. Waiter   c. Doctor

~~b. Baker~~   d. Cashier

13. Reino can speak five languages fluently. He is a professional ... He often translate text into Indonesian.

a. Librarian   ~~b. Translator~~

b. Singer   d. Teacher

14. This job is related to securing people. They will catch the criminal and give them a punishment. What is this job?

a. Detective   c. Postman

~~b. Policeman~~   d. Teacher

15. Someone whose job is to decide cases in a law court is...

a. Judges   ~~c. Lawyer~~

b. Security   d. Policeman

16. Someone who keeps the school clean and in a good condition is...

a. Headmaster   ~~b. School Janitor~~

b. Security   d. Teacher

17. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~a. Plumber~~   c. Builder

b. Electrician   d. Architect

18. My father is a big fan of Liverpool. He loves Salah when playing football. He is the best ... ever.

~~a. Footballer~~   c. Actor

b. Singer   d. Author

19. I am a fangirl of BTS. I love Taehyung so much. He has a beautiful voice. He is the best ... on this planet. I really hope to meet him in Korea someday.

~~a. Singer~~   c. Chef

b. Photografer   d. Comedian

20. Budi and Ali work in the transportation company. They drive a bus. They are...

a. Dancer   ~~b. Bus Driver~~

b. Singer   d. Racer

POST-TEST (Cycle 1)

Name : ADITYA HARDIAN HARDIVA

Class : VII

B=B

05

Choose the correct answer with crossing (x) a,b,c, or d!

1. My father is a ... He teaches Bahasa Indonesia in senior high school.

a. Student   c. Headmaster

~~b. Teacher~~   d. Librarian

2. What does a singer do? She / he...

a. Dances   ~~c. Sings a song~~

b. Makes clothes   d. Bakes a bread

3. John is responsible to manage traffic on the busy road. He is...

a. Engineer   c. Policewomen

b. Architect   ~~d. Policeman~~

4. Complete the following dialogue!

Dara : What is your mother's occupation?

Yuni : She is a...

Dara : What does she do?

Yuni : She hepls the doctor and works at hospital

~~a. Nurse~~   c. Singer

b. Dentist   d. Teacher

5. Miss Siska is a beautiful girl. She works as a ... She serves passengers in the airplane

a. Stewardess   c. Tailor

b. Singer   ~~d. Waitress~~

6. Andy has been writing a lot of bestseller books. He is..

~~a. A seller~~   c. A designer

b. An Author   d. A plumber

7. Farah and I work in a restaurant. We serve customers who order menu. We are...

a. Actress   ~~b. Waiterss~~

b. Headmaster   d. Stewardess

8. If you get a toothache, you should check it to a ...

~~a. Doctor~~   c. Surgeon

b. Nurse   d. Dentist

9. The school librarian will help students who want to ... books

a. Study   c. Take

~~b. Buy~~   ~~d. Borrow~~

10. A ... is a leader in a company. A secretary usually assists and helps his job.

a. Judge   c. Salesman

b. Lawyer   ~~d. Director~~

11. A person who guards and protects people, works in military is a ...

~~a. Soldier~~   c. Firefighter

b. Postman   d. Policeman

12. I am a postman. I work in the...

a. Hospital   c. Bank

b. School   ~~d. Post office~~

13. I am a big fan of Real Madrid. I love Hazard when playing football. He is the best ... ever.

~~a. Footballer~~   c. Actor

b. Singer   d. Author

14. Mr. Tono works in the ricefield. He grows and plants crops or rices. He is a...

a. Fisherman   c. Tailor

~~b. Farmer~~   d. Teacher

15. Rudi and Abdullah work in the transportation company. They drive a taxi. They are...

a. Dancer   ~~c. Driver~~

b. Singer   d. Racer

16. A person who fixes the engine, motorcylce, etc is ...

~~a. Mechanic~~   c. Builder

b. Architect   d. Plumber

17. This job is related to helping sick people. They will take care you and give you medicine when you are sick. What is this job?

~~a. Nurse~~   c. Surgeon

b. Cashier   d. Doctor

18. Anita loves animal so much. She has many pets in her house. She always take care them very well. She wants to be ... to help sick animals is...

a. Doctor   c. Veterinarian

b. Pharmacist   ~~d. Dentist~~

19. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~a. Plumber~~   c. Builder

b. Electrician   d. Architect

20. She stays at home. She doesn't have a job. She just take care of her family. Who is she?

a. Babysitter   c. Gardener

~~b. Housewife~~   d. Painter

Name : Lulu Siti Hardiyanty Srg

Class : VII smp

6=17

85-

Choose the correct answer with crossing (x) a,b,c, or d!

1. My father is a ... He teaches Bahasa Indonesia in senior high school.

a. Student

c. Headmaster

X Teacher

d. Librarian

2. What does a singer do? She / he...

a. Dances

X Sings a song

b. Makes clothes

d. Bakes a bread

3. John is responsible to manage traffic on the busy road. He is...

a. Engineer

c. Policewomen

b. Architect

X Policeman

4. *Complete the following dialogue!*

Dara : What is your mother's occupation?

Yuni : She is a...

Dara : What does she do?

Yuni : She hepls the doctor and works at hospital

X Nurse

c. Singer

b. Dentist

d. Teacher

5. Miss Siska is a beautiful girl. She works as a ... She serves passengers in the airplane

X Stewardess

c. Tailor

b. Singer

d. Waitress

6. Andy has been writing a lot of bestseller books. He is..

a. A seller

c. A designer

X An Author

d. A plumber

7. Farah and I work in a restaurant. We serve customers who order menu. We are...

a. Actress

X Waiterss

b. Headmaster

d. Stewardess

8. If you get a toothache, you should check it to a ...

X Doctor

c. Surgeon

b. Nurse

d. Dentist

9. The school librarian will help students who want to ... books

a. Study

c. Take

b. Buy

X Borrow

10. A ... is a leader in a company. A secretary usually assists and helps his job.

a. Judge

c. Salesman

b. Lawyer

X Director

11. A person who guards and protects people, works in military is a ...

X Soldier

c. Firefighter

b. Postman

d. Policeman

12. I am a postman. I work in the...

a. Hospital

X Bank

b. School

d. Post office

13. I am a big fan of Real Madrid. I love Hazard when playing football. He is the best ... ever.

X Footballer

c. Actor

b. Singer

d. Author

14. Mr. Tono works in the ricefield. He grows and plants crops or rices. He is a...

a. Fisherman

X Tailor

b. Farmer

d. Teacher

15. Rudi and Abdullah work in the transportation company. They drive a taxi. They are...

a. Dancer

c. Driver

b. Singer

X Racer

16. A person who fixes the engine, motorcylce, etc is ...

X Mechanic

c. Builder

b. Architect

d. Plumber

17. This job is related to helping sick people. They will take care you and give you medicine when you are sick. What is this job?

a. Nurse

c. Surgeon

b. Cashier

X Doctor

18. Anita loves animal so much. She has many pets in her house. She always take care them very well. She wants to be ... to help sick animals is...

a. Doctor

X Veterinarian

b. Pharmacist

d. Dentist

19. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

X Plumber

c. Builder

b. Electrician

d. Architect

20. She stays at home. She doesn't have a job. She just take care of her family. Who is she?

X Babysitter

c. Gardener

b. Housewife

d. Painter

POST-TEST (Cycle 1)

65

Name : ahmaD RanDi

Class : VII

Choose the correct answer with crossing (x) a,b,c, or d!

1. My father is a ... He teaches Bahasa Indonesia in senior high school.

a. Student   c. Headmaster

~~b. Teacher~~   d. Librarian

2. What does a singer do? She / he...

a. Dances   ~~c. Sings a song~~

b. Makes clothes   d. Bakes a bread

3. John is responsible to manage traffic on the busy road. He is...

a. Engineer   c. Policewomen

b. Architect   ~~d. Policeman~~

4. *Complete the following dialogue!*

Dara : What is your mother's occupation?

Yuni : She is a...

Dara : What does she do?

Yuni : She hepls the doctor and works at hospital

~~a. Nurse~~   c. Singer

b. Dentist   d. Teacher

5. Miss Siska is a beautiful girl. She works as a ... She serves passengers in the airplane

a. Stewardess   c. Tailor

b. Singer   ~~d. Waitress~~

6. Andy has been writing a lot of bestseller books. He is..

~~a. A seller~~   c. A designer

b. An Author   d. A plumber

7. Farah and I work in a restaurant. We serve customers who order menu. We are...

a. Actress   ~~c. Waiterss~~

b. Headmaster   d. Stewardess

8. If you get a toothache, you should check it to a ...

~~a. Doctor~~   c. Surgeon

b. Nurse   d. Dentist

9. The school librarian will help students who want to ... books

a. Study   c. Take

b. Buy   ~~d. Borrow~~

10. A ... is a leader in a company. A secretary usually assists and helps his job.

a. Judge   c. Salesman

b. Lawyer   ~~d. Director~~

11. A person who guards and protects people, works in military is a ...

~~a. Soldier~~   c. Firefighter

---

b. Postman   d. Policeman

12. I am a postman. I work in the...

a. Hospital   ~~b. Bank~~

b. School   d. Post office

13. I am a big fan of Real Madrid. I love Hazard when playing football. He is the best ... ever.

~~a. Footballer~~   c. Actor

b. Singer   d. Author

14. Mr. Tono works in the ricefield. He grows and plants crops or rices. He is a...

a. Fisherman   ~~c. Tailor~~

b. Farmer   d. Teacher

15. Rudi and Abdullah work in the transportation company. They drive a taxi. They are...

a. Dancer   c. Driver

b. Singer   ~~d. Racer~~

16. A person who fixes the engine, motorcylce, etc is ...

~~a. Mechanic~~   c. Builder

b. Architect   d. Plumber

17. This job is related to helping sick people. They will take care you and give you medicine when you are sick. What is this job?

a. Nurse   c. Surgeon

b. Cashier   ~~d. Doctor~~

18. Anita loves animal so much. She has many pets in her house. She always take care them very well. She wants to be ... to help sick animals is...

a. Doctor   ~~c. Veterinarian~~

b. Pharmacist   d. Dentist

19. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~a. Plumber~~   c. Builder

b. Electrician   d. Architect

20. She stays at home. She doesn't have a job. She just take care of her family. Who is she?

~~a. Babysitter~~   c. Gardener

b. Housewife   d. Painter

PRE-TEST

Name : ADITYA HARDIAN HARDIVA

Class : VVI

Choose the correct answer with crossing (x) a,b,c, or d!

1. Someone who takes assists doctor to look after the sick person is...

a. Nurse   c. Midwife

~~Doctor~~   d. Dentist

2. Mr. Danu works at a chocolate factory in Bandung. He is a ...

a. Photographer   c. Builder

b. Plumber   ~~Factory worker~~

3. Fandi wants to fly a plane in the future. He wants to be a ...

~~Pilot~~   c. Fireman

b. Postman   d. Policeman

Read the following dialogue to answer the question number 4 and 5.

Putri : What is your sister, Ti?

Rey : She is a nurse

Putri : What does she do?

Rey : She (4)...

Putri : Where does she work?

Rey : She works in (5)...

4.
a. Bake the bread

~~Teach the student~~

b. Serve food and drink

d. Help doctor to look after the sick person

5. ~~Hospital~~   c. Street

b. Restaurant   d. School

6. I wear a uniform. I work in shifts. People in trouble call me. I put out fires. Who am I?

a. Policeman   c. Postman

b. Soldier   ~~Fireman~~

7. I am a fangirl of BLACKPINK. I love Lisa so much. She has a beautiful voice and her body movement is so awesome. She is the best ... on this planet. I really hope to meet her in Korea someday.

~~Singer~~   c. Actor

b. Photografer   d. Comedian

8. I use wood to make beautiful furniture like tables, chairs and cupboards. I use tools like saw, nails and hammers. Who am I?

~~Builder~~   c. Plumber

b. Carpenter   d. Crossing guard

9. I work in office. I answer and take messages. I have to type very important letters on my computer. Who am I?

a. Teacher   c. Policewoman

b. Cashier   ~~Secretary~~

10. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of

special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~Plumber~~   c. Builder

b. Electrician   d. Architect

11. Someone whose job   to decide cases in a law court is...

a. Judges   ~~Lawyer~~

b. Security   d. Policeman

12. Mr. Doni keeps the school clean and in a good condition everyday. What is the Mr. Doni's job?

a. Headmaster   ~~School Janitor~~

b. Student   d. Teacher

13. People need me when the pipes in their home are leaking. I usually fix toilets, drains and sinks. Who am I?

a. Security   c. Barber

b. Fireman   ~~Plumber~~

14. You bring your animals to me when they are sick. I try my best to keep them healthy. I clip your pet's nails when they get too long. Who am I?

a ~~Nurse~~   ~~Veterinarian~~

b. Doctor   d. Factory worker

15. Shawn wants to help people. He is so smart and not afraid of fire or dangerous. What is he?

a. Fireman   c. Policeman

~~Detective~~   d. Postman

16. Jim likes to build things. He spends hours drawing his new projects. What is he?

a. Plumber   c. Architect

b. School Janitor   ~~Athlete~~

17. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?

~~Waiter~~   c. Factory worker

b. Baker   d. Cashier

18. Someone who mixes and dispenses medicine is...

a. Surgeon   ~~Midwife~~

b. Doctor   d. Pharmacist

19. Her father manages some companies. He is a succesful ... That's why they are so rich.

a. Lawyer   ~~Director~~

b. Judge   d. Reporter

20. Someone whose job is to cut the hair is...

~~Barber~~   c. Dustman

b. Plumber   d. Cashier

PRE-TEST

Name : Lulu Siti Hardiyanty Srg   B:15   75

Class : VII smp

Choose the correct answer with crossing (x) a,b,c, or d!

1. Someone who takes assists doctor to look after the sick person is...

~~a. Nurse~~   c. Midwife

b. Doctor   d. Dentist

2. Mr. Danu works at a chocolate factory in Bandung. He is a ...

a. Photographer   c. Builder

b. Plumber   ~~d. Factory worker~~

3. Fandi wants to fly a plane in the future. He wants to be a ...

~~a. Pilot~~   c. Fireman

b. Postman   d. Policeman

Read the following dialogue to answer the question number 4 and 5.

Putri : What is your sister, Ti?

Rey : She is a nurse

Putri : What does she do?

Rey : She (4)...

Putri : Where does she work?

Rey : She works in (5)...

4. a. Bake the bread

c. Teach the student

b. Serve food and drink

~~d. Help doctor to look after the sick person~~

5. ~~a. Hospital~~   c. Street

b. Restaurant   d. School

6. I wear a uniform. I work in shifts. People in trouble call me. I put out fires. Who am I?

a. Policeman   c. Postman

b. Soldier   ~~d. Fireman~~

7. I am a fangirl of BLACKPINK. I love Lisa so much. She has a beautiful voice and her body movement is so awesome. She is the best ... on this planet. I really hope to meet her in Korea someday.

~~a. Singer~~   c. Actor

b. Photografer   d. Comedian

8. I use wood to make beautiful furniture like tables, chairs and cupboards. I use tools like saw, nails and hammers. Who am I?

a. Builder   c. Plumber

~~b. Carpenter~~   d. Crossing guard

9. I work in office. I answer and take messages. I have to type very important letters on my computer. Who am I?

a. Teacher   c. Policewoman

b. Cashier   ~~d. Secretary~~

10. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of

special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~a. Plumber~~   c. Builder

b. Electrician   d. Architect

11. Someone whose job   to decide cases in a law court is...

a. Judges   c. Lawyer

b. Security   ~~d. Policeman~~

12. Mr. Doni keeps the school clean and in a good condition everyday. What is the Mr. Doni's job?

a. Headmaster   ~~b. School Janitor~~

b. Student   d. Teacher

13. People need me when the pipes in their home are leaking. I usually fix toilets, drains and sinks. Who am I?

a. Security   c. Barber

b. Fireman   ~~d. Plumber~~

14. You bring your animals to me when they are sick. I try my best to keep them healthy. I clip your pet's nails when they get too long. Who am I?

a. Nurse   c. Veterinarian

~~b. Doctor~~   d. Factory worker

15. Shawn wants to help people. He is so smart and not afraid of fire or dangerous. What is he?

~~a. Fireman~~   c. Policeman

b. Detective   ~~d. Postman~~

16. Jim likes to build things. He spends hours drawing his new projects. What is he?

a. Plumber   ~~b. Architect~~

b. School Janitor   d. Athlete

17. People are usually very happy with my creations. I work with all kinds of food. I also wear a white uniform. I work in the kitchen. I use many utensils, bowls, and pans. I usually work with other people. Who am I?

a. Waiter   c. Factory worker

b. Baker   ~~d. Cashier~~

18. Someone who mixes and dispenses medicine is...

a. Surgeon   c. Midwife

b. Doctor   ~~d. Pharmacist~~

19. Her father manages some companies. He is a succesful ... That's why they are so rich.

a. Lawyer   ~~b. Director~~

b. Judge   d. Reporter

20. Someone whose job is to cut the hair is...

~~a. Barber~~   c. Dustman

~~b. Plumber~~   d. Cashier

PRE-TEST

Name : ahmaD RanDi

Class : VII

45

Choose the correct answer with crossing (x) a,b,c, or d! 18 = 9

1. Someone who takes assists doctor to look after the sick person is...

a. Nurse   c. Midwife

~~Doctor~~   d. Dentist

2. Mr. Danu works at a chocolate factory in Bandung. He is a ...

~~Photographer~~   c. Builder

b. Plumber   d. Factory worker

3. Fandi wants to fly a plane in the future. He wants to be a ...

~~Pilot~~   c. Fireman

b. Postman   d. Policeman

Read the following dialogue to answer the question number 4 and 5.

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Putri : Where does she work?

Rey : She works in (5)...

4.   a. Bake the bread

     ~~Teach the student~~

     b. Serve food and drink

     d. Help doctor to look after the sick person

5.   ~~Hospital~~   c. Street

     b. Restaurant   d. School

6. I wear a uniform. I work in shifts. People in trouble call me. I put out fires. Who am I?

~~Policeman~~   c. Postman

b. Soldier   d. Fireman

7. I am a fangirl of BLACKPINK. I love Lisa so much. She has a beautiful voice and her body movement is so awesome. She is the best ... on this planet. I really hope to meet her in Korea someday.

a. Singer   ~~Actor~~

b. Photografer   d. Comedian

8. I use wood to make beautiful furniture like tables, chairs and cupboards. I use tools like saw, nails and hammers. Who am I?

a. Builder   c. Plumber

~~Carpenter~~   d. Crossing guard

9. I work in office. I answer and take messages. I have to type very important letters on my computer. Who am I?

a. Teacher   c. Policewoman

b. Cashier   ~~Secretary~~

10. I am needed when there is a flood or a leak in your house. I usually work in the kitchen or in the bathroom. I have a box of

special tools. I can solve your water problems. My work can be messy and dirty. Who am I?

~~Plumber~~   c. Builder

b. Electrician   d. Architect

11. Someone whose job to decide cases in a law court is...

~~Judges~~   c. Lawyer

b. Security   d. Policeman

12. Mr. Doni keeps the school clean and in a good condition everyday. What is the Mr. Doni's job?

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~~Security~~   c. Barber

b. Fireman   d. Plumber

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~~Nurse~~   c. Veterinarian

b. Doctor   d. Factory worker

15. Shawn wants to help people. He is so smart and not afraid of fire or dangerous. What is he?

~~Fireman~~   c. Policeman

b. Detective   d. Postman

16. Jim likes to build things. He spends hours drawing his new projects. What is he?

a. Plumber   c. Architect

~~School Janitor~~   d. Athlete

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a. Waiter   c. Factory worker

~~Baker~~   d. Cashier

18. Someone who mixes and dispenses medicine is...

a. Surgeon   c. Midwife

~~Doctor~~   d. Pharmacist

19. Her father manages some companies. He is a succesful ... That's why they are so rich.

~~Lawyer~~   c. Director

b. Judge   d. Reporter

20. Someone whose job is to cut the hair is...

~~Barber~~   c. Dustman

b. Plumber   d. Cashier

Autobiography

Name   : Mehnaz Iwanti

Reg. No.   : 0304162122

Place/ Date of Birth   : Medan, May 1st 1999

Gender   : Female

Address   : Jl. Sultan Serdang, Gg. Proyo, Tanjung Morawa

Name of Father   : Ridwan Debora

Name of Mother   : Yanti

Education Background

1. Primary School at SDN 101882

2. Junior High School at MTs. Aisyiyah Medan

3. Senior High School at MAS Aisyiyah Medan

4. Student of English Education Departement, Faculty of Tarbiyah Science
   and Teacher Training